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ABSTRACT

The Bridging Early Services Transition (BEST) Project--Outreach was designed to help families, administrators, and service providers facilitate the transition of young children, birth through age 5, as they move between services and service systems including: from early intervention to special preschool services; from Head Start or preschool to kindergarten-level programs; and from more restrictive special programs to less restrictive centers which serve all similar aged children in the community. Planning for these transitions as part of each family's Individualized Family Service Plan is required under federal law. The BEST model includes formats for: (1) local interagency needs assessments; (2) interagency agreements; (3) communication between families and service providers; (4) family partnership in decision-making; (5) constructing interagency and intra-agency transition timelines; (6) building a transition timeline for each child; (7) identifying local agencies for referral; (8) preparing the child for changes in programs and personnel; (9) systems change to incorporate more options for inclusive services; and (10) evaluation of transition procedures. The project worked with state leaders and local service systems in 17 states to develop state and local transition services. Sections of this final report address goals and objectives, the project's conceptual framework, a description of outreach activities, problems encountered, evaluation findings, project impact, and future activities. Appendices include a project brochure, staffing information, and evaluation data. (Contains 89 references.) (DB)

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BRIDGING EARLY SERVICES TRANSITION PROJECT -- OUTREACH

FINAL REPORT

Early Education Program for Children with Disabilities
U.S. Department of Education
Grant Number: H024D00019
CFDA: 84.024D

Sharon Rosenkoetter, Ph.D.
Project Director

Cynthia Shotts, M.Ed.
Project Coordinator

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November 21, 1994

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II. ABSTRACT

Bridging Early Services Transition Project -- Outreach

Sharon Rosenkoetter, Ph.D.
Project Director

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Bridging Early Services Transition (BEST) Project -- Outreach was designed to help families, administrators, and service providers facilitate the transition of young children, birth through age five, as they move between services and service systems. Transitions of concern included these three: from early intervention to special preschool services, from Head Start or preschool to kindergarten-level programs, and from more restrictive special programs to less restrictive centers which serve all similar-aged children in the community. Part H of Public Law 99-457 requires transition planning as part of each family's Individualized Family Service Plan and Public Law 102-119 requires state level coordination to promote effective transitions between early intervention and special preschool services.

Three strategies are recommended to assist children and families with transitions: interagency collaboration between the sending and receiving programs, partnerships between families and service providers in transition decision-making, and support for the child through orientation activities, curriculum planning, and environmental modification. The BEST Model includes formats for (a) local interagency needs assessments, (b) interagency agreements, (c) communicating between families and service providers, (d) family partnership in decision-making, (e) constructing interagency and intra-agency transition timelines, (f) building within the IFSP/IEP a transition timeline for each child, (g) identifying local agencies for referral, (h) preparing the child for changes in programs and personnel, (i) systems change to incorporate more options for inclusive services, and (j) evaluation of transition procedures. This model has been found effective for rural and urban communities of various sizes, for children of different ages and types of disability, and for families with diverse ethnicities, resources, and histories of participation.

The project worked with state leaders and selected local services systems in 17 states to develop state and local transition services. It produced materials which have been widely disseminated, including publication of a book released late in 1993 by a highly respected publisher. It presented at 18 international and national conferences, as well as eight regional and 61 state meetings; published nine scholarly articles; and produced seven transition manuals for states. It provided individualized technical assistance as requested to more than 750 individuals.

An extension of this project was funded in 1993 to provide services to seven states and nationally; it will continue until 1996.

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IV. GOALS AND OBJECTIVES OF THE PROJECT

A. Source of Project Goals

The aims of this project are firmly grounded in the law. Part H of Public Law 99-457 required transition planning as part of each family's Individualized Family Service Plan. Thereafter, the Congress acknowledged the challenges inherent in establishing a "seamless" system of services for young children with special needs when it made transition one of the central elements of the Individuals with Disabilities Education Act, P.L. 102-119 (1991). This legislation mandated state lead agencies to establish procedures to guide transition planning for children moving between early intervention and special preschool services. Only a few states have developed and implemented these transition policies and procedures fully, though most are in the process of doing so (Shotts, Rosenkoetter, Streufert & Rosenkoetter, 1994). This project has helped states to meet these requirements and also assisted local areas in complying with the resulting state regulations. P.L. 102-119 encouraged states to train personnel "to coordinate transition services for infants and toddlers with disabilities from an early intervention program...to a preschool program under Section 619...." Subsequently, a national survey of early childhood leaders in all 50 states (Shotts et al., 1994) found that the need for personnel training related to transition was listed as a top priority.

Early childhood commentators have suggested that the policies developed for the transition between services at age three can serve as exemplars to ease transitions between services at other ages (Rosenkoetter, 1992). Indeed, two national forums convened jointly by the U.S. Department of Education and the U.S. Department of Health and Human Services have called for improved transition practices for <u>all</u> children at the time of elementary school entry (National Forum on Transition, 1991; 1992); the practices proposed for all children and their families are similar to those developed for this project over the past 15 years. Goal 1 of America 2000 speaks to the transition to elementary school from home or preschool as a critical milestone in the development of a well-educated citizenry. The manual published by the U.S. Department of Education (U.S.D.O.E., 1991) for Goal 1 espouses many of the elements that the Bridging Early Services Transition Project has long advocated. Nevertheless, despite well-publicized policy statements favoring transition planning, recommended practice and actual practice in states and localities remain far apart (National Forum on Transition, 1992).

Finally the Americans with Disabilities Act (1990) prohibits discrimination in public accommodations, including child care centers. This means they cannot deny a child with disabilities the

opportunity to participate in their program. This legislation has led to many questions of how to ease transition into child care for children with special needs. Both attitudinal and procedural issues are under discussion at state and local levels (Child Care Law Center, 1990). Transition to least restrictive environments has been a foundation of Bridging Early Services' technical assistance since its inception in the late 1970s. Multifaceted research on developing services in natural environments (Topics in Early Childhood Special Education, 1990), the increasing emphasis on community- based placements from leaders in early intervention (NEC*TAS, 1990; Peck, Odom, & Bricker, 1993), and this project's experiences with implementing transition to community-based placements have further stimulated this work. Several states served by this project have declared LRE to be a priority issue. Transition-planning teams for communities and for individual children and their families wish to receive not only motivational speeches but also workable strategies and technical support to ensure success in community-based placements (Kontos & File, 1992).

From the above, it is obvious that a critical need in early childhood intervention is to help young children with special needs and their families prepare for and adjust to new service settings. Equally necessary is collaboration among service systems to promote successful transitions. Significant transitions include movement from early intervention to special preschool services, from early childhood special education to kindergarten-level programs, and from more restrictive special programs to less restrictive centers which serve all similar-aged children in the community.

B. Project Foci

In order to address the concerns highlighted by recent legislation, this outreach project adopted four major goals. Initial objectives of the project are presented below under each of the relevant goals.

Provide consultation and ongoing technical assistance to state leaders attempting to guide effective practices for transition planning.

1. Complete a technical assistance needs assessment to determine the emphasis on transition planning in the outreach state's comprehensive system of system of services to young children with special needs and their families; to determine stengths and weaknesses in planning, implementation, follow-up, and evaluation stages of such transitions in the state, and to learn from state leaders which issues and audiences should be targeted for technical assistance during the three years of the project.

2. Negotiate a written agreement between this project and the Part H and Section 619 coordinators in each outreach state. This agreement was intended to address specific transition-related needs

and provide for onsite training, ongoing communicaqtion, and evaluation of the effectiveness of technical assistance and outreach site services delivered.

3. Inform state leaders about specific characteristics of the technical assistance model by demonstrating and explaining the model and by providing examples in print and audiovisual materials.

4. Teach a mentor(s) in each outreach state to provide technical assistance to programs in that state and to coordinate such efforts through the lead agency(ies) for early childhood services.

Provide training, technical assistance, and follow-up to communities striving to develop and implement effective transition practices.

5. Inform audiences within each state about specific characteristics of the model and strategies for achieving effective transitions -- by demonstration and explanation, by providing examples in print and audiovisual materials, and by helping local staffs adapt the model to their local situations.

6. Train families and staff members at outreach sites in the areas of interagency collaboration, transition planning, family partnership, child preparation, follow-up, and evaluation. Provide guidance in the forms of planning assistance, workshops, follow-up consultations, and individualized technical assistance.

Study policy and procedural issues related to transition and develop materials and data that speak to consumer needs.

7. Monitor and evaluate ongoing technical assistance activities, including communications with outreach states, services to outreach states, interaction with personnel and sites in other areas, and dissemination activities.

8. Continue to study policy and procedural issues related to transition and to develop resources which address consumer concerns.

Develop and disseminate materials and information to assist individuals, programs, and agencies.

9. Disseminate technical assistance materials, through continued publications in journals, conference and workshop presentations, a project brochure, a project manual, and a summary videotape, and through responses to ongoing requests for information.

10. Sponsor during year two a nationally advertised

conference on transition from special services to community-based programs.

V. CONCEPTUAL FRAMEWORK FOR THE PROJECT

A. Significance of the Issues Addressed

Systematic transition planning has been included among requirements in all major recent legislation pertaining to young children with special needs. Lawmakers have recognized that transition planning determines the location, nature, adequacy, and continuity of a young child's services as well as those available to other family members. Transition planning aids family members in supporting their child at critical times (Pensacola ARC, 1992). Effective transitions promote optimal development for children, minimize stress for families, assist in intervention planning by professionals and parents, aid agencies in developing ongoing working relationships and structures, promote developmentally appropriate intervention in natural environments, and provide families with a formative experience in advocacy as well as participation in guiding their children's education (Diamond, Speigel, & Hanrahan, 1988; Fowler, 1980, 1982, 1988; Hains, Fowler, & Chandler, 1988; Feichtl, Rule, & Innocenti, 1989; McDonald, et al., 1989; Rosenkoetter, Hains, & Fowler, in press; Wolery, 1989).

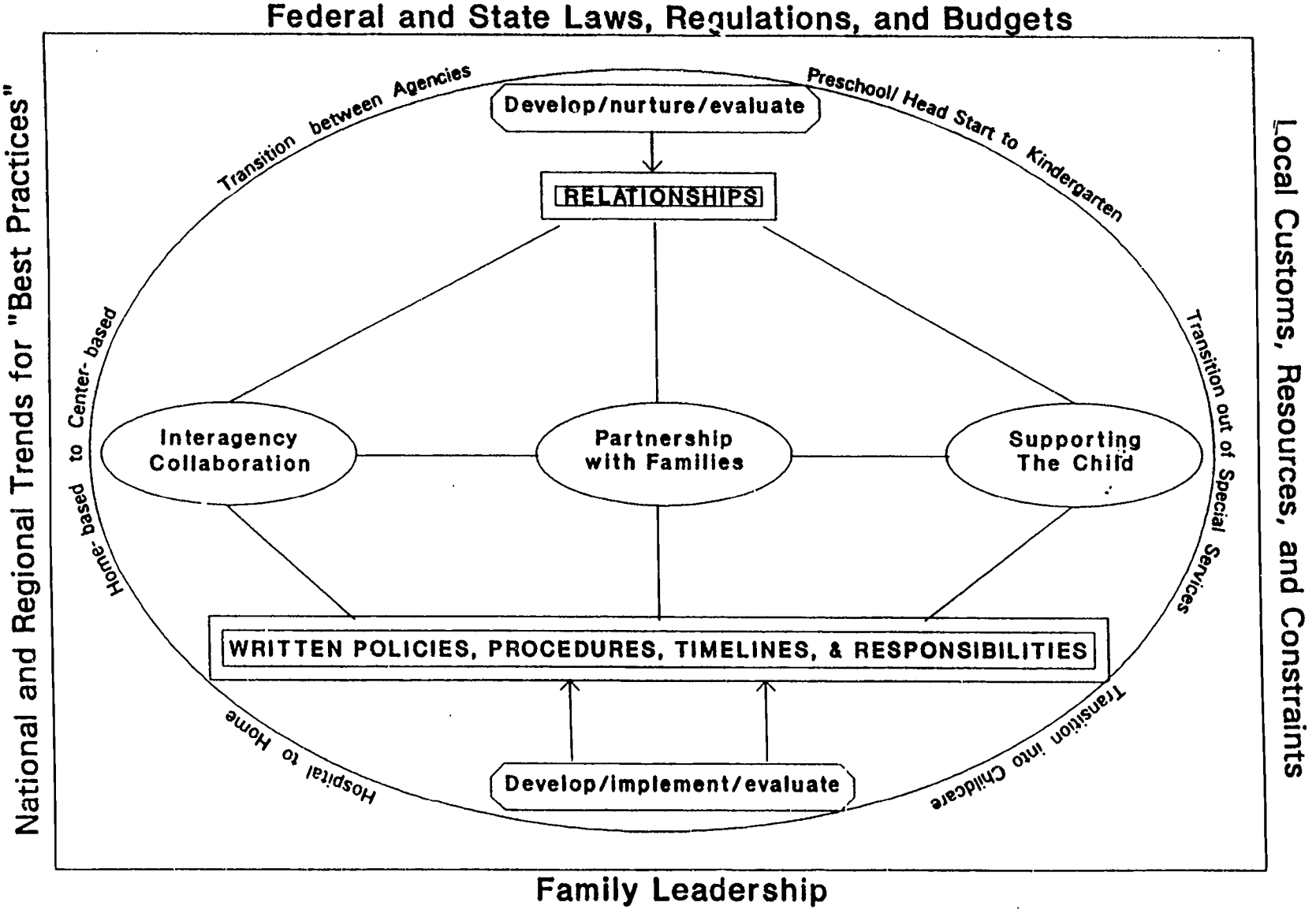
The transition process also influences programmatic change in other areas. For example, because transition usually requires interagency planning, it can be an excellent vehicle for fostering interagency collaboration, which then assists in resolving issues less related to transition, such as Child Find, common intake forms, and data management (Shotts & Rosenkoetter, 1992; Hazel et al., 1988). Decision-making regarding transition increasingly elicits concerns about least restrictive environment--sometimes on the part of parents, sometimes on the part of agency personnel--and prompts the search for more natural service delivery options (McLean & Hanline, 1990; Peck, Odom, & Bricker, 1993). Discussion of placement options also stimulates examination of existing curricula with the goal of providing "all children with the nurturance, stimulation, and opportunities for growth required for educational success" (U.S.D.O.E., 1991, p. 2).

B. The Bridging Early Services Transition Model

The Bridging Early Services Transition Model is diagrammed in Attachment 1 (Rosenkoetter, Hains, & Fowler, 1994). The model describes a process, not a static event on a single day. All transitions occur within a broad context framed by

* national and regional trends for best practices in services for young children and their families
* federal and state laws, regulations, and budgets
* local customs, resources, and constraints
* family advocacy

The Bridging Early Services Transition Model



These realities differ from transition to transition, but they always have a major role in determining how a transition will transpire. These elements are diagrammed here outside the rectangle.

The oval inside the rectangle contains some of the many transitions families will experience during their child's first eight years of life. Again, the three primary transitions addressed by this project are those that occur around age three, around age five, and any time children or service systems move from segregated services to community-based services with typical peers.

Two major factors ease or strain a transition: **1) the relationships** between professionals and other professionals, between families and professionals, between families and other families, and between the child and the child's various care providers, and **2) the procedures, agreements, timelines, and role descriptions** which govern transition events. Both of these factors require careful development, maintenance, evaluation, and refinement over time. Both of these factors pertain to each of the key components of the transition process, which also relate to one another: interagency collaboration, family partnership in transition planning, and support for the child by means of orientation activities and environmental management.

In this model, interagency collaboration on transition is accomplished by ongoing mutual effort as well as through one or more interagency agreements. Interagency collaboration involves local definition of roles and responsibilities, composition of a local timeline for transition which is responsive to local resources and constraints, commitment by all agencies' personnel to family participation in decision-making, and joint effort by agencies and families to modify curricular experiences and environmental supports to ensure children's continuing accomplishment in new environments.

Partnership between the family and service providers is attained through an individualized transition plan, incorporated into the IEP or IFSP. The individualized family transition plan is developed through open-ended conversations three and nine months prior to the transition, and during the transition; it is evaluated six months after the transition. Use of these interviews and satisfaction surveys facilitates continuity in delivery of services to child and family across program enrollments. It also helps local programs to evaluate their transition procedures. The outreach model also provides for the development of a central directory, which includes child care centers, specialized and community preschool facilities, medical and social services, and special and regular, public and private kindergarten-level programs. Such a directory aids parents and professionals in exploring potential next environments for their children. Finally,

the model encourages the development of a parent mentoring group to assist families approaching a significant transition.

The model contains procedures for supporting the child by increasing communication between professionals in the sending and receiving programs (i.e., bridging early services). The goal of such coordination is to minimize differences in approaches between teaching/therapy programs for individual children. Such communication has been very important to child adjustment when transitions are from special education programs to community-based programs (cf. Johnson, Chandler, Kerns, & Fowler, 1986) and from home-based programs to center-based programs (Hanline & Knowlton, 1988). The model also offers other strategies for reducing children's fears about unfamiliar settings and for building individually appropriate skills to promote confidence and competence in the new environment.

The model developed for this project emphasizes comprehensive transition services for infants, toddlers, and young children with special needs and their families. It guides the movement of agencies, their personnel, and families from present practices toward the goals they set for their local transition efforts. The model, its three primary components, and its instrumentation support both the requirements and the spirit of recent federal legislation. They openly discuss the change process and help users develop strategies for coping with change, strategies useful for other transitions than the ones emphasized by this project.

C. Foundations in Previous Research

This outreach model is based on recent research findings from the fields of psychology, early childhood education, special education, sociology, and adult learning. Initial concepts and strategies in this outreach model were developed and validated during previous demonstration and outreach projects at the University of Kansas (Susan Fowler, project director) and a training contract from the State of Kansas in 1988-90. During the four years of the effort described herein, the model and its activities have been modified as a result of recent legislation and regulations, new understandings of family roles and community development, growing interest in transition planning for all children, and comments from consumers in the outreach states.

Much of the extant research on transition has been accomplished by persons presently or formerly associated with this project (Chandler, 1992; Fowler, 1982, 1986, 1988; Fowler, Chandler, Johnson, & Stella, 1988; Fowler, Hains, & Rosenkoetter, 1989; Fowler, Schwartz, & Atwater, 1991; Hains, Fowler, & Chandler, 1988; Hains, Fowler, Kottwitz, Schwartz, & Rosenkoetter, 1989; Hains, Rosenkoetter, & Fowler, 1991; Hazel & Fowler, 1992; Johnson, Chandler, Kerns, & Fowler, 1986; Rosenkoetter, 1992; Rosenkoetter, in press; Rosenkoetter & Fowler, 1987; Shotts, Rosenkoetter,

Streufert, & Rosenkoetter, 1994). This research and that of others was collated in a book published by Paul H. Brookes Publishing Company (Rosenkoetter, Hains, & Fowler, 1994).

However, Bridging Early Services staff are also strongly indebted to work by other transition researchers such as Lisabeth Vincent and her colleagues (Vincent et al, 1980; Murphy & Vincent, 1989), Mary Frances Hanline (1988; Hanline & Knowlton, 1988; Hanline, Suchman, & Demmerie, 1989); Michael Conn-Powers and Jane Ross-Allen (Conn-Powers, Ross-Allen, & Holburn, 1990), Peggy Stephens and Beth Rous (Rous, 1992), Jennifer Kilgo and Mary Jo Noonan (Noonan & Kilgo, 1987; Noonan & Ratokalau, 1991; Torres & Noonan, 1989), Sarah Rule and Barbara Fiechtl (Fiechtl, Rule, and Innocenti, 1989); Mabel Rice and Marion O'Brien (1990); Diane Sainato (Sainato & Lyon, 1989), and Judith Carta (1991).

Another line of research impinging upon Bridging Early Services outreach comes from interest in transition to kindergarten for all children, not just those with identified disabilities. Recommendations have come from a major national research study (Love, Logue, Trudeau, & Thayer, 1992) as well as from position statements by the U.S. Department of Education (1991), the National Association of State Boards of Education (1988, 1991), the National Association of Elementary School Principals (1990), the National Association for the Education of Young Children (Bredekamp, 1987), and Head Start (Administration for Children, Youth, and Families, 1988).

It is impressive that the array of research and policy development on transition, conducted by a variety of individuals and groups in diverse geographic areas, comes to remarkably similar conclusions about facilitating effective transitions for young children and their families. The three components which have comprised the Bridging Early Services Transition model since its inception -- **interagency collaboration, individualized family participation**, and **preparation** of new environments for entering children and children for new environments--are supported again and again. What continues to be needed is connection between the strategies recommended in the professional literature and the everyday transition experiences of young children and their families in communities across America.

For the **interagency component**, the project draws heavily on work by Elder and Magrab (1980, 1981), Morgan and Swan (1988; Morgan, Guetzloe, & Swan, 1991; Swan and Morgan, 1993), and Hazel et al. (1988). Research on adult learning (Davis, 1974; Eitington, 1989) and the change process (Dreiford Group, 1986; Edelman, 1992; Elmore, 1990; Olson, 1989) guides our efforts to facilitate state and local planning for transition.

For the **family component** the project seeks to ensure that educational choices are compatible with both child and family

needs, the project employs a family systems approach. It individualizes the characteristics of family involvement to accommodate the varying circumstances, needs, and culturally-based preferences of families (Bailey et al, 1990; Dunst et al, 1989; Hains, Rosenkoetter, & Fowler, 1991; Lynch and Hanson, 1992; McWilliam & Winton, n.d.; Turnbull & Turnbull, 1986).

For the **child component**, the project urges sending and receiving personnel to use a variety of strategies to help young children cope with the change in environments (Administration for Children, Youth, and Families, 1988; Carta, 1991; Rosenkoetter & Fowler, 1987; Wolery et al., 1992; Ziegler, 1985). To ensure that children carry over skills important to their adjustment in new programs, a technology of generalization, identified by Stokes and Baer (1977) and elaborated by Vincent and her colleagues (1980, 1981; Salisbury & Vincent, 1991) and Carta (1991) is incorporated into all phases of child preparation for transition. Curricular modifications to meet the developmental needs of all children, whatever their developmental level, occur on both a system level (e.g., Goffin & Stegelin, 1992) and an individual child level (Peck et al., 1993).

Furthermore, this model provides for the collection of evaluation data to document the success and satisfaction experienced by each participant during the child and family's transition from one program to another. Trainees are taught to use evaluation instruments to determine the success of their transition procedures and to individualize such instruments to meet the particular needs of their consumers. This allows trainees to determine for themselves whether a recommended transition strategy is efficacious and worthwhile in their particular setting. These data, collated by the project, help to shape future technical assistance locally and in other areas. State leaders also evaluate the impact of this project upon the development of their comprehensive statewide systems for service delivery, specifically upon the growing awareness of the need for transition planning among state and local service agencies. Such data help to shape project planning.

VI. DESCRIPTION OF OUTREACH

The project described in this report was slated to run from August 1990 through July 1993. However, the postponement of activities in several states caused the project to be extended until August 30, 1994. Due to that extension, it overlapped somewhat with a second outreach project of the same name (sponsored by the same institution) that began in July 1993.

Staff of the Bridging Early Services Transition Project--Outreach are listed in Appendix A, as are the names of members of the National Advisory Board. Members of the Transition Taskforces

in Kansas, Missouri, and Wisconsin are on file in the project office.

Bridging Early Services Transition Project--Outreach has provided (and continues to provide) training, technical assistance, and materials development to support the transition of young children with disabilities, developmental delay, or at-risk conditions from one service program to another. Specifically, this project provided technical assistance on transition to state and local leaders, direct service providers, personnel trainers, and families in at least 12 states. That outreach process is diagrammed in Attachment 2 and further described below. The project also shared results of ongoing product development and research with national audiences via publications and conference presentations, as delineated below. Transitions addressed include (a) early intervention programs to preschool programs, (b) special preschool/Head Start services to kindergarten-level services, and (c) restrictive special programs to intervention in community-based early childhood programs, where such a placement is appropriate to children's goals. Materials were also gathered an shared upon request regarding transition strategies for transition from the neonatal intensive care unit to community services for newborns and their families. Strategies taught across all transitions include state and local interagency collaboration in transition planning, family partnership in both transition policy development and individual decision-making, and careful preparation of children for their next environment(s) and of the environments themselves to serve developmentally diverse children and families.

While much of the discussion above pertains to content, it is worth noting that the Bridging Early Services staff strived to conduct all training and technical assistance in accord with principles of adult learning (Zemke, 1981).

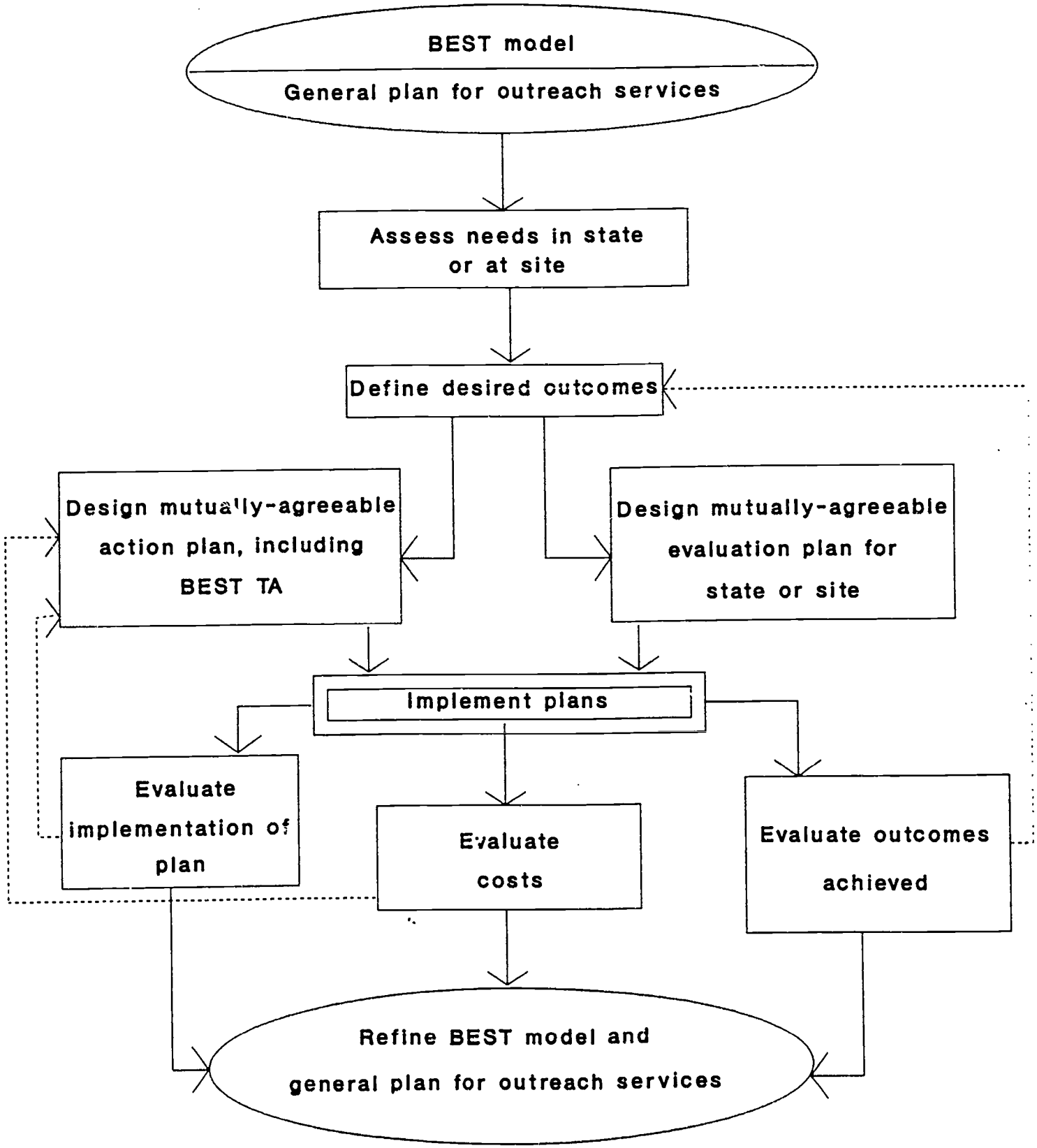
A. Outreach to States

Nine states were initially approved for outreach activities. All of the states had targeted improved transitions in their plans to develop comprehensive service systems for young children with disabilities. In each state the coordinators for Part H and Section 619 had invited our assistance and had pledged to support actively our work in their states. Chairs of these states' interagency coordinating councils, comprehensive systems for personnel development, and Division for Early Childhood (professional organization) groups had, in many cases, also invited our assistance to them.

The project worked in all nine of the targeted states plus at least eight others. One additional state was formally added to the service roster due to the intensity of consultations that occurred. In three of the target states, outreach was more limited than in the others. This was due to changing priorities within the states

Attachment

Plan of Operation



and, in several cases, to the availability of technical assistance closer to home.

Priorities, timelines, and activities requested by the states varied considerably. Each will be briefly profiled below:

Alaska

The project shared extensive materials with state Part H and Part B coordinators, higher education, two Head Start grantees, and a variety of local programs. Information from project materials has been included in state and local transition policies and materials. Staff met in Alaska with state leaders on 13 occasions, presented three 2 1/2 day workshops during the Alaska Summer Academies, met with parent groups in two communities, facilitated community interagency meetings in four communities, conducted two one-day and one two-day workshops, spoke at four state conferences, contributed to a distance learning module, and consulted with local service providers on-site in 12 communities. Services were delivered in three remote sites as well as rural and urban communities. Technical assistance is ongoing.

Colorado

The project shared materials with state leaders in Colorado and went through Colorado's required training for out-of-state inservice providers. Staff presented at three state conferences. On two occasions project personnel consulted in person with representatives from a group attempting to facilitate transitions for Navajo children moving from a reservation Head Start into a community kindergarten. During much of this grant period, Colorado had moved to other priorities than transition and did not wish further technical asssistance.

Florida

The project shared materials with state leaders and consulted with them on efforts to merge pre-kindergarten and early childhood special education. We consulted with early childhood personnel from SERVE, the U.S.D.O.E. regional laboratory, on several occasions and met with them and others in efforts to develop a comprehensive planning document. On three occasions project personnel consulted with and trained staff from the national Head Start Transition Project in Miami, FL. Bridging Early Services presented at five statewide meetings and worked in at least nine Florida communities during this funding period.

Idaho

Not originally included in the list of outreach states, Idaho was added in a continuation proposal when it became clear that some other states were going to require fewer services that originally

envisioned. Project staff met with members of the Interagency Coordinating Council for an extended period and helped members to develop their state's policy on transition at age 3. Extensive materials were shared with state personnel, and elements of them were incorporated into the state's guidelines on transition. Two staff members presented three full-day regional workshops for community teams in Moscow, Boise, and Pocatello. They also presented a three-day class on Innovative Educational Strategies (including transition) for a statewide leadership group in Summer 1992.

Kansas

Given that the project is based in this state, more technical assistance occurred here than anywhere else. Project Director Sharon Rosenkoetter served as Vice Chair of the Interagency Coordinating Council during much of this period and shared materials with it and staffs of member agencies on numerous occasions. Formal and informal consultations occurred at state, regional, and local levels. The project presented to two parent groups, worked with 23 local communities on transition efforts, and spoke or presented workshops at 28 state meetings in Kansas. BEST provided several drafts for the transition section of Kansas Guidelines for the Implementation of Early Childhood Special Education. As the project's scheduled funding period was ending, state leaders proposed to the state's Interagency Coordinating Council that a state taskforce on transition be established. Their recommendation was followed. Dr. Rosenkoetter has been chairing that group, and the project has been staffing it. Accomplishments include a draft policy on transition, three publications scheduled to receive wide circulation across the state, the recommendation of a uniform policy on transitions across agencies, and regional meetings to be conducted across the state. The project worked intensively with two local projects in an effort to develop replicable transition strategies: one project developed ways to include children with special needs in a community child care program, while another moved to merge Head Start and ECSE services at the classroom level.

Minnesota

Project staff met on three occasions with Minnesota leaders and shared materials with them over the course of the project. Two trainings were conducted with regional coordinators. A two-day cross-agency workshop was conducted in Virginia in northern Minnesota and followed up with a later visit and ongoing discussions. Regional workshops were conducted in two other areas.

Missouri

At the project's beginning, Missouri was extremely busy attempting to implement its new preschool mandate, but a year

later, state leaders felt the need to train the entire state on transition procedures quickly. At the request of a Transition Taskforce, Bridging Early Services developed a videotape and accompanying training manual and, with outstanding cooperation from state personnel, equipped 11 teams of trainers to introduce the concepts to the entire state within a two-month period. Later work in Missouri, under the direction of Project Coordinator Cynthia Shotts, centered around facilitating local interagency coordinating councils and the issues they uncovered in attempting to do transition planning. The project presented at numerous statewide meetings, and Ms. Shotts facilitated stakeholders' strategic planning for Part H over a three-day session. Project materials have been shared extensively and incorporated into several state publications which received wide circulation.

Nebraska

Nebraska was heavily involved with planning Part H services and implementing developmentally appropriate primary curricula; the state showed little interest in transition issues beyond these topics during the tenure of this grant project. Several consultations with state leaders and mutual exchanges of materials did occcur, and a statewide transition meeting was co-sponsored with the BEST Project for approximately 200 people.

Wisconsin

Dr. Ann Hains coordinated the extensive project activities in Wisconsin, with the aid of the BEST Planning Committee, which met three times each year and formulated the transition agenda for the state. Composed of state leaders, local service providers, and parents from around the state, the Committee has shown an admirable propensity to pool funds, elicit broad-based participation, and stay the course in accomplishing reform in practices related to transition. BEST materials have been shared widely in this state. In Wisconsin, this project has presented a statewide conference on transition, published a manual of recommended practices, developed a joint Head Start/ECSE planning form that incorporates IFSP and IEP elements, trained communities in producing interagency agreements, shared newsletter items on recommended practices, and developed a network of communities to pilot test use of the IFSP to age six. Numerous presentations and publications have resulted from Dr. Hains' work in Wisconsin.

Wyoming

Wyoming leaders were eager to begin working on transition at the time the application for this project was written. During the time between proposal development and project start-up, they arranged to receive assistance on transition from another technical assistance provider. This project shared materials with them and made one appearance at a state meeting but saw no reason to

continue, given the state's access to services from other sources. Wyoming leaders agreed with this assessment.

Consultation with state leaders and workshops with large attendance were also provided to Indiana, Iowa, New Hampshire, Illinois, Louisiana, New Jersey, New Mexico, and Pennsylvania.

B. National Outreach

National outreach included presentations at international, national, and regional meetings; contributions to policy development on transition; dissemination of materials for practioners' use; dissemination of scholarly articles; sharing with personnel trainers; and responses to requests for information and advice.

Presentations at International, National, and Regional Meetings

During this funding period, Bridging Early Services presented at 18 international and national meetings, including the Society for Research in Child Development, the International Early Childhood Conference on Children with Special Needs, the International Conference on Special Education, the International Council for Exceptional Children, Zero to Three, and the National Transition Forum, co-sponsored by the the U.S. Departments of Education and Health and Human Services. At a highly-rated pre-conference workshop at the International Early Childhood Conference on Children with Special Needs, project staff worked intensively for six hours on transition issues with 50 state leaders. Presentations are listed in Attachment 3.

During the same period, the project presented at eight regional meetings, such as the Midwest Transition Symposium, the Northern Midwest Regional Early Childhood Forum, and the Region VI Head Start Conference.

Two 1992 presentations on APPLES Magazine of the Illinois State Board of Education's Satellite Education Network were beamed nationwide and also distributed by APPLES in videotape form.

Contributions to Policy Development on Transition

The project provided comments on transition issues pertinent to Federal legislation and regulations, participated in the development of the transition section of the Division for Early Childhood's Recommended Practices document, and each year provided a staff member for four or five days to review grant applications for the Early Education Program for Children with Disabilities.

Transition to kindergarten is a major initiative of the U.S. Departments of Education and Health and Human Services (National Forum on Transition, 1992). BEST was contacted by the National

BEST PRESENTATIONS

Location	Date	Organization	Presentation/Workshop Title	# Persons Evaluating	# Persons Attending	Rating
Alaska (Rosenkoetter	August 4, 1994	Alaska Elementary Restructuring Institute	"What shall we do with Krissy?"	5	7	1-6 scale = 5.800
Dillingham, AK (Rosenkoetter)	July 22, 1994	Dillingham Interagency Council	Decision-Making in Early Childhood	5	6	1-6 scale = 4.800
Kodiak, AK (Rosenkoetter)	July 7, 1994	Kodiak Children's Network	Brainstorming Workshop	9	15	1-4 scale = 3.889
Homer, AK (Rosenkoetter)	June 23-24, 1994	Kenai Peninsula Early Childhood Workshop	Decision-Making in Early Childhood	15	19	1-6 scale = 5.667
Minneapolis, MN (Rosenkoetter)	June 19, 1994	Midwestern Consortium for Faculty Development	How to Develop and Nurture Practicum Sites	7	21	1-4 scale = 3.857
Anchorage, AK (Rosenkoetter, Shotts)	June 15-17, 1994	Alaska Staff Development Network - 1994 Southcentral Academy of Applied Research in Education	Decision-Making in Early Childhood	9	9	1-6 scale = 4.333
Juneau, AK (Rosenkoetter, Shotts)	June 2-4, 1994	Alaska Staff Development Network. 1994 Southeast Academy of Applied Research in Education	Decision-Making in Early Childhood	6	6	1-6 scale - 5.833
Topeka, KS (Rosenkoetter, Shotts, Smith)	May 7, 1994	Community Fair		15		1-6 scale - 4.933
Topeka, KS (Rosenkoetter)	May 6, 1994	Coordination Council	Early childhood development services		35	Not evaluated

McPherson, KS (Rosenkoetter, Shotts, Tinsley, Koehn)	May 3, 1994	ACCK Education Faculty	Teaming and collaboration	5		1-5 scale = 1.000 1 = Excellence and 5 = Poor
Green Bay, WI (Hains)	April 22, 1994		Spring Follow-up: Planning Transitions for Young Children with Special Needs and Their Families	21		1-6 scale = 5.571
Lindsborg, KS (Rosenkoetter)	April 19, 1994	Leadership Lindsborg	Take Care of Our Children		7	Not Evaluated
Denver, CO Rosenkoetter, Dermyer, Campbell	April 7, 1994	Council for Exceptional Children	Transition at age 3: The challenges and the opportunities	14	32 with 71 handout booklets passed out	1-6 scale = 5.429
Indianapolis, IN (Rosenkoetter)	March 25, 1994	Indiana Transition Taskforce Meeting		14		1-6 scale = 5.154
Tampa, FL (Rosenkoetter)	March 24, 1994	Floprida Early Childhood Leaders	Transition		200	Not Evaluated
Sterling, KS (Rosenkoetter)	March 24, 1994	Sterling College	Early Childhood Services		24	Not Evaluated
McPherson, KS (Shotts)	March 21, 1994	ACCK ECSE Methods Class	Transition	13		1-6 scale = 5.846
Salina, KS (Shotts)	March 10, 1994	Kansas Head Start Conference	Hellos and goodbyes: Early childhood transitions	15	30	1-6 scale = 4.867
Eau Claire, WI (Hains)	March 5, 1994		Preparation of children and families for transition to kindergarten at age 5	35		1-6 scale = 4.848
Wichita, KS (Rosenkoetter)	March 5, 1994	Kansas Division for Early Childhood 1994 Spring Conference	Writing successful grant applications	16	26	106 scale = 5.813
Wichita, KS (Shotts, Conyers)	March 4, 1994	Kansas Division for Early Childhood 1994 Spring Multi-disciplinary Conference	Who will help plant the seed? An integrated curriculum approach	26	60	1-6 scale = 5.143

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Wichita, KS (Rosenkoetter)	March 4, 1994	Kansas Division for Early Childhood	Facilitated panel discussion with Sue Bredekamp and Susan Fowler		47	Not evaluated
Wichita, KS (Rosenkoetter - Facilitator)	March 4, 1994	Kansas Division for Early Childhood	Facilitated discussion with Sue Bredekamp		16	Not evaluated
Eau Claire, WI (Hains)	March 4, 1994		Planning transitions from Head Start to kindergarten	36		1-6 scale = 4.714
Wichita, KS (Rosenkoetter, Talbott, Rhodes)	March 3, 1994	Kansas Division for Early Childhood 1994 Spring Conference	Resource raising for Kansas communities in support of infant and toddler services	15	15	1-6 scale = 5.600
Kansas City, MO (Streufert, Person)	February 26, 1994	Greater Kansas City Association for the Education Young Children	Transitions to new settings: A child's eye view	28	33	1-6 scale = 5.333
Alaska (Shotts)	February 24, 1994	P.A.R.E.N.T.S., Inc. Partnership Conference	Local interagency collaboration	2	3	1-6 scale = 5.500
Anchorage, AK (Shotts)	February 24, 1994	P.A.R.E.N.T.S., Inc. Partnership Conference	Transition at age three	7	12	1-4 rating = 3.857
Hays, KS (Rosenkoetter	February 16, 1994		Resource Raising Workshop			1-5 scale = 4.8
Topeka, KS (Rosenkoetter)	February 11, 1994	Kansas ICC	Transition Planning		38	Not Evaluated
Salina, KS (Shotts)	January 21, 1994	Saline County Special Education Coop & Head Start	Team Building	20		1-6 scale = 4.700
Sterling, KS (Rosenkoetter)	January 17, 1994	Sterling College	Services to Young Children and Their Families		65	Not Evaluated
San Diego, CA (Rosenkoetter, Friedebach, Haseltine, Dale, Shotts)	December 11-15, 1993	DEC International Early Childhood Conference	Community collaboration for transition planning: Families, local, and state agencies working together	12	55	1-6 scale = 4.955

Indianapolis, IN (Rosenkoetter)	December 6, 1993	Indiana Early Childhood Special Education Forum	Hellos and Goodbyes	46	87	1-4 scale = 3.30
Washington, DC (Rosenkoetter, Rous, Friedebach)	December 3, 1993	Zero to Three National Center for Clinical Infant Programs	Poster session		Gave out 128 handout booklets	Not Evaluated
Green Bay WI (Hains)	November 19, 1993		Planning Transitions for Young Children with Special Needs and their Families	45	75	1-6 scale = 5.3
Missouri (Shotts)	November 15-17, 1993	Missouri Early Intervention Summit	Roles of families; Family service coordinators and service providers	Not Evaluated	50	Not Evaluated
McPherson, KS (Shotts, Rosenkoetter)	November 12, 1993	Area Early Childhood Personnel	Working as a Team for Young Children with Special Needs in Inclusive Settings	35	50	1-6 scale = 4.30
Sedalia, MO (Shotts)	November 5, 1993	Sedalia Mo Transition Conference	Transition from Early Intervention to Early Childhood	?	50	1-5 scale = 4.05
McPherson, KS (Shotts)	November 2, 1993	McPherson Mother's Club	Early Childhood Services	Not Evaluated	12	Not Evaluated
Salina, KS (Shotts)	October 29, 1993	Head Start and ECSE	Team building Skills	29	29	1 - 6 scale = 5.517
Topeka, KS (Gwost)	October 28, 1993	Jay Shidler School	Transition	Not Evaluated	8	Not Evaluated
Topeka, KS (Rosenkoetter)	October 27, 1993	Department of Health and Environment	Resource Raising Workshop	38	50	1-6 scale = 5.400
Lawrence, KS (Streufert, Shotts)	October 23, 1993	KAEYC	What shall I do with my room?	25		1-6 scale = 4.200
Lawrence, KS (Rosenkoetter, Larson, Walker)	October 23, 1993	KAEYC	Uniting a community to care for its children	1	20	1-6 scale = 6.00

Topeka, KS (Rosenkoetter)	October 22, 1993	Kansas Infant-Toddler Network	Resource raising for Kansas communities in support of infant and toddler services: Overview of public sector funders		55	1-6 scale = 5.400
Salina, KS (Rosenkoetter, Campbell, Dermyer)	October 14, 1993	CEC Annual Conference	Transition at age three : The challenges and the opportunities	8	13	1-6 scale = 5.500
Kansas City, MO (Rosenkoetter, Stack)	October 7, 1993	Health Care Challenges during the Early Years	Transition: Parent's and professional's perspectives	6	9 Handouts given to 60 persons	1-6 scale = 5.667 1-5 scale - 4.5 (the conf. evals)
Madison, WI (Hains)	October 1, 1993	IFSP/IEP demonstration sites' meeting		19		1-6 scale = 5.263
Albuquerque, NM (Rosenkoetter, Gwost)	September 23, 1993	Magic Years VI Conference	Parents and professionals joined in transition	30	85	1-6 scale = 5.417
Albuquerque, NM (Rosenkoetter, Gwost)	September 22, 1993	Los Niños Project Meeting	Bridging Early Services	23	40	1-6 scale = 5.522
McPherson, KS (Streufert)	September 20, 1994	Developmentally Disabled EXPO	Poster display sharing services and resources for young children with disabilities and their families through BEST	Not evaluated		Not evaluated
Sioux Falls, SD (Rosenkoetter)	August 25, 1993	Toward South Dakota 2000	Bridging Early Services: The Community's Challenge	7	20	1-6 scale = 5.71

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Location	Date	Organization	Presentation/Workshop Title	# Persons Evaluating	# Persons Attending	Rating
Eau Claire, WI (Hains)	April 30, 1993		Planning transitions for young children with special needs and their families	47		1 - 6 scale = 4.98
Brookfield WI (Hains)	April 23, 1993		Planning transitions for young children with special needs and their families	47		1 - 6 scale = 4.98
Kansas City, MO (Shotts)	April 15, 1993	Care for Kids Who are Special	Community planning for early childhood transitions	11	15	1 - 6 scale = 5.182
Pittsburg, KS (Shotts)	April 2, 1993		It's a big step! Planning for transition to kindergarten	30	33	1 - 6 scale = 5.241
Manhattan, KS (Rosenkoetter & Shotts)	March 16, 1995		It's a big step: Transition to kindergarten	23	55	1 - 6 scale = 4.667
Manhattan, KS (Rosenkoetter & Shotts)	March 11, 1993	Parent Meeting		7	22	1 - 6 scale = 4.857
Peabody, KS (Shotts)	March 9, 1993	Peabody Mothers Club	Hellos and goodbyes	Not evaluated	15	Not evaluated
Antigo, WI (Hains)	March 5, 1993	Langdale Health Care Center - Birth to three Program	Planning transitions for preschool	11		1 - 6 scale = 5.53
Lawrence, KS (Rosenkoetter)	March 5, 1993	KDEC	Writing successful grant applications	22	39	1 - 6 scale = 5.500

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Lawrence, KS (Shotts, Bartus, Streufert)	March 5, 1993	KDEC	What shall I do with my room: Good ideas for setting up the environment to facilitate developmentally appropriate intervention	29	29	1 - 6 scale = 4.40
Kansas City, MO (Streufert & Bartus)	February 27, 1993	KAEYC	Hellos and goodbyes: Helping young children make transitions to new environments	56	100	1 - 6 scale = 4.600
Wisconsin Dells (Hains)	February 18-19, 1993		DPI-DHSS preschool transition workshop: Interagency collaboration	31		1 - 6 scale = 5.17
Lindsborg, Kansas (Rosenkoetter)	February 17, 1993	USD400	Transition to kindergarten	Not Evaluated	13	Not Evaluated
Baldwin, WI (Hains)	January 25 and February 1, 1993		Transitions for young children	Not Evaluated		Not Evaluated
Pensacola, Fl (Shotts)	January 30, 1993	Association for Retarded Citizens	Transition planning for children with special needs	11	15	1 - 6 scale = 5.364
University of South Florida (Shotts)	January 28, 1993	Florida Mental Health Institute	Bridging early services: Community transition planning	44	75	1 - 6 scale = 3.512
Hardee County Florida Highlands County, Fl. (Shotts)	January 27, 1993		Bridging early services: Planning for the transition of young children from early childhood programs to kindergarten	50	75	1 - 6 scale = 5.102
Polk County Florida (Shotts)	January 26, 1993		Bridging early services: Planning for the transition of young children from early childhood programs to kindergarten	25	42	1 - 6 scale = 5.000
Junction City, KS (Rosenkoetter)	January 21, 1993		It's a big step: Transition to kindergarten	6	13	1 - 6 scale = 6.000
Topeka, KS (Rosenkoetter)	December 16, 1992	Kansas Child Care Advisory Board			50	
Hays, KS (Shotts)	December 11, 1992	Interagency group	Transition to kindergarten		30	Not yet tabulated

Washington, DC (Rosenkoetter, Shotts, Hains, Fowler, Gwost)	December 3, 1992	Division for Early Childhood; Council for Exceptional Children	Strategies for transition planning: A critical component of comprehensive state and local intervention systems		50	1 - 4 scale = 3.6 usefullness 3.8 Accomplished objectives 3.8 Motivated change
Washington, DC Shotts, Rosenkoetter)	December 3, 1992	Division for Early Childhood; Council for Exceptional Children	Effective transition models	No eveluation	Poster	
Washington DC 2 sessions (Rosenkoetter)	November 4-5, 1992	Department of Education: Department of Health and Humaen Services	Second National Transition Forum		31	Not evaluated
Oak Brook, IL (Hains)	October 19, 1992	Regional Early Childhood Forum	Moving On: Bridging Early Services Transitions	18	18	1 - 6 scale = 4.83
Lawrence, KS (Rosenkoetter)	October 16, 1992	Interagency group	Transition at age three	18	32	1 - 6 scale - 4.833
Emporia, KS (Streufert, Bartus)	October 10, 1992	Kansas Association for the Education of Young Children	Hellos and goodbyes	11	45	1 - 6 scale = 5.400
Anchorage, AK (Shotts)	October 7, 1992	Infant Learning Conference	Promoting Coordination and Collaboration in your Interagency Taskforce		40	
St. Petersburg, FL (Shotts)	September 17-18, 1992	Head Start/LICC	Building Bridges: Community Transition Planning for Young Children with Disabilities and their Families	Day 1 - 25 Overall - 25	Day 1 - 30 Overall - 32	1 - 6 scale = 5.160 1 - 6 scale = 5.292
Wichita, KS (two sessions) (Rosenkoetter)	September 12, 1992	Statewide Conference	Planning transition in early childhood: Workable strategies with young children, their families, and service providers		112	Not Evaluated
Columbia, Mo (3 Workshops) (Shotts)	August 5-6, 1992	Partnerships for Progress IV Conference	1. Transition at Age Three and Five 2. Partnerships: Parents and Professionals Plan together for Transitions of Young Children 3. Local Interagency Coordinating Council Preconference Session	 31 47	75 100 50	Not Evaluated 1 - 6 scale = 5.067 1 - 6 scale = 5.064

Washington, D.C. (Shotts)	August 8-12, 1992	Partnerships for Progress V Conference	Transition Update The Bridging Early Service Transition Model		6 10	Not Evaluated
Boise, ID (Rosenkoetter/ Shotts)	July 28-30, 1992		A Shared Vision for Innovative Educational Strategies	Day 1 - 43 Day 2 - 39 Day 3 - 37 Overall - 37	43 39 37	1 - 6 scale = 5.023 1 - 6 scale = 5.192 1 - 6 scale = 5.176 1 - 6 scale = 5.472
Miami, FL. (Rosenkoetter)	June 3-4, 1992	Dade County Public Schools	Transition from head start to kindergarten		14	
Overland Park, KS (Rosenkoetter)	May 28, 1992	Region VI Head Start	Transition planning in the preschool	47	90	1 - 6 scale = 4.894
Macomb, IL (Rosenkoetter/ Shotts)	May 20, 1992	APPLES Magazine via the WIU>ISBE Satellite Education Network	Goodbyes and hellos: effective strategies for bridging early services		Satellite Transmission	Not evaluated
Kansas City, MO (Rosenkoetter/ Shotts) Session 1	May 14-15, 1992	Midwest Transition Symposium: Easing the Transition from Head Start and other Early Childhood Education Programs to Kindergarten	Bridgebuilding: Interagency strategies for overcoming transition problems	15	18	1 - 6 scale = 5.367
Kansas City, MO (Rosenkoetter/ Shotts) Session 2	May 14-15, 1992	Midwest Transition Symposium: Easing the Transition from Head Start and other Early Childhood Education Programs to Kindergarten	Bridgebuilding: Interagency strategies for overcoming transition problems	9	12	1 - 6 scale = 5.000
Indianapolis, IN (Rosenkoetter)	May 1, 1992	The Seventh Indiana Conference on Least Restrictive Environment	Transition planning for young children with special needs and their families		30	Not evaluated
Colorado Springs, CO (Streufert)	April 4, 1992	Colorado Association for the Education of Young Children	Hellos and goodbyes - helping young children make transition to new environments	6	22	1 - 6 scale = 5.500
Pensacola, FL (Shotts)	April 4, 1992	North Florida Head Start/DEC Meeting	Transition planning	11	11	1 - 6 scale = 5.545

Pensacola, FL (Shotts)	April 3, 1992	North Florida Head Start/DEC Meeting	Bridging the gap between preschool and kindergarten	9	9	1 - 6 scale = 5.666
Dade County, FL (Shotts)	April 2, 1992	Dade County Public Schools	Interagency collaboration in planning early childhood transitions	8	11	1 - 6 scale = 5.625
Princeton, NJ (Fowler)	March 1992	NJ Department of Education	Transition at age 3		300	Not evaluated
Jefferson City, MO (Rosenkoetter/Shotts)	March 17-18, 1992	Facilitator Training	Trainer of trainers workshop	23	50	1 - 6 scale = 4.522
Wichita, KS (Rosenkoetter/Shotts)	March 5, 1992	Kansas Division for Early Childhood	Coping with change	43	56	1 - 6 scale = 5.30
Marshall, MN (Shotts)	March 2, 1992	Annual Special Education Day of Excellence Conference	Transition planning for young children	7	10	1 - 6 scale = 5.000
Detroit Lakes, MN (Shotts/Blaska)	February 27, 1992	West Central Educational Cooperative Service Unit	Transition planning for young children with special needs	40	60	1 - 6 scale = 5.240
Jefferson City, MO (Rosenkoetter/Shotts)	February 13-14, 1992	Missouri First Steps	Video taping bridging early services: interagency planning for transition			
Anchorage, AK (Shotts)	February 3, 1992	Anchorage Transition Task-Force	Transition planning	22	40	1 - 6 scale = 4.886
Oshkosh, WI (Hains)	January 29, 1992	Head Start Conference	Curriculum strategies	27	35	1 - 4 scale = 3.538
Salina, KS (Shotts)	January 28, 1992	Salina Association for the Education of Young Children	Hellos and goodbyes: Transition in children's lives		30	Not evaluated
St. Louis, MO (Meck, Fowler, & Claflin)	November 16, 1991	Division for Early Childhood; Council for Exceptional Children	A retrospective transition interview with parents of infants discharged from the NICU		70	Not available
St. Louis, MO (Rosenkoetter/Shotts)	November 15, 1991	Division for Early Childhood; Council for Exceptional Children	Transition planning: A critical component of comprehensive state and local intervention systems	80	165	1 - 5 scale = 4.19

Denver, CO (Rosenkoetter)	November 9, 1991	National Association for the Education of Young Children	Working together for young children and their families		65	Not eveluated
Denver, CO (Rosenkoetter)	November 9, 1991	National Association for the Education of Young Children	What do prekindergarters know about the structure of prose, and what does this mean for good teaching?	11	35	1 - 6 scale = 4.55
Denver, CO (Rosenkoetter/Shotts)	November 9, 1991	National Association for the Education of Young Children	Hellos & goodbyes: Planning for program change with special needs children	20-25	40	1 - 6 scale = 5.18
Pocatello, ID (Rosenkoetter/Shotts)	November 1, 1991	Idaho Interagency Coordinating Council	Coming & going: Partnerships in transition for young children with special needs	12	15	1 - 6 scale = 5.64
Boise, ID (Rosenkoetter/Shotts)	October 31, 1991	Idaho Interagency Coordinating Council	Coming & going: Partnerships in transition for young children with special needs	20	30	1 - 6 scale = 5.6
Moscow, ID (Rosenkoetter/Shotts)	October 30, 1991	Idaho Interagency Coordinating Council	Coming & going: Partnerships in transition for young children with special needs	13	17	1 - 6 scale = 5.83
St. Louis, MO (Shotts)	October 19, 1991	University of MO at St. Louis	Playing together: Helping children develop play skills	72	80	1 - 6 scale = 4.75
St. Louis, MO (Shotts)	October 19, 1991	University of MO at St. Louis	Building effective transitions for children and their families	23	26	1 - 6 scale = 5.182
Salina, KS (Rosenkoetter/Shotts)	October 18, 1991	Saline County Interagency council	Bridging early services: Transition planning for young children and their families	21	28	1 - 6 scale = 5.81
Illinois Satellite System (Fowler)	September 25, 1991	APPLES Magazine	Past reflections. . .new directions		Satallite Transmission	Not eveluated
Topeka, KS (Rosenkoetter/Shotts)	August 30, 1991	TARC, Topeka Interagency Group	Transition planning for young children with special needs	19	24	1 - 6 scale = 5.6
Stevens Point, WI (Hains/Rosenkoetter)	August 14, 1991	Multiple Sponsorships and Wisconsin Division for Early Childhood	Planning transitions for young children with special needs and their families	24	34	1 - 6 scale = 5.20

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Stevens Point, WI (Hains)	August 1991	Collaborative Conference	Family centered intervention	17	17	1 - 5 scale = 4.60
Tampa, FL (Shotts)	July 31, 1991	Leadership Conf. Exceptional Child Programs of Florida	Introduction to BEST Project		220	Not evaluated
Pensacola, FL (Rosenkoetter/Shotts)	July 24, 1991	FDLRS Westgate Florida Panhandle	Transition planning for young children with special needs	27	43	1 - 6 scale = 5.63
Pensacola, FL (Rosenkoetter/Shotts)	July 23, 1991	Early Childhood Interagency Council	Interagency issues in transition		25	Not evaluated
Milwaukee, WI (Hains)	July 18, 1991	University of Milwaukee	The individualized family service plan		661	Not evaluated
Hershey, PA (Fowler)	June, 1991	Pennsylvania Department of Education Preschool Symposium	Ensuring quality of services: New challenges for the nineties			Not evaluated
Juneau, AK (Hains/Schwartz)	June 5-7, 1991	Summer Institute in Special Education	Solve behavior problems: Building for classroom management	7	8	1 - 5 scale = 4.43
Atlanta, GA (Fowler/Meck/Claflin)	May 1991	Association for Behavior Analysis	A needs assessment to assist mothers of premature infants in their transition from the neonatal intensive care unit before, during and 6 months after discharge			Not evaluated
Mat-Su, AK (Hains)	May 31, 1991	Matanuska-Susitna School District	Grant writing workshop	15	20	1 - 6 scale = 5.6
Durham, NH (Fowler)	May 1991	University of NH	Current events in early childhood special education			
Atlanta, GA (Fowler)	May 1991	Association for Behavior Analysis	Intervention research in mainstream settings			
Atlanta, GA (Fowler)	May 1991	Association for Behavior Analysis	Interventions and assessments with families of young children			
Overland Park, KS (Fowler/Rosenkoetter/ Woods)	May 30, 1991	Region VI Head Start	Transition planning for young children	63	110	1 - 6 scale = 4.94
Milwaukee, WI (Rosenkoetter)	May 24, 1991	International Association for SPED	Critical issues in early childhood Transition	15	40	1 - 4 scale = 3.94

Virginia, MN (Rosenkoetter/Hains)	May 21-22, 1991	Educational Service Region	Transition planning for young children with special needs	36	52	1 - 6 scale = 4.53
Milwaukee, WI (Hains)	May 1991	International Conference on Special Education	Early intervention prevention and remediation		40	1 - 4 scale = 3.94
Wichita, KS (Woods)	April 29, 1991	Kansas Conference on Social Welfare	Planning early childhood transitions	34	54	1 - 6 scale = 4.53
Manhattan, KS (Woods)	April 13, 1991	Kansas Student CEC Conference	Planning school transitions	10	10	1 - 6 scale = 5.11
Shreveport, LA (Hains)	April 8, 1991		Administrator involvement in early childhood transitions	18		1 - 6 scale = 5.78
Des Moines, IA (Fowler)	April 1991	Drake University	Planning successful transitions from Head Start programs to kindergarten			
Oak Brook, IL (Fowler)	April, 1991	Illinois Division for Early Childhood	Transitions from early intervention to preschool and from preschool to kindergarten			
Seattle, Wa (Rosenkoetter/ Rosenkoetter)	April 20, 1991	Society For Research in Child Development	A longitudinal study of prekindergarten transition screening: Teacher report and traditional Testing	Poster Session		Not evaluated
Shawnee Mission, KS (Fowler/Rosenkoetter/ Woods)	March 28, 1991	Shawnee Mission Schools	Transition planning for young children with special needs	39	65	1 - 6 scale = 5.23
Juneau, AK (Woods)	March 16, 1991	Southeast Alaska Early Childhood Conference	Beginnings are important	20	26	1 - 6 scale = 5.60
Juneau, AK (Woods)	March 15, 1991	Parent Meeting	Transition	8		1 - 6 scale = 5.00
Juneau, AK (Woods)	March 15, 1991	Southeast Alaska Early Childhood Conference	Playing together	10	19	1 - 6 scale = 5.15
Kansas City, KS (Fowler)	March 9, 1991	Kansas Division for Early Childhood	The state coordinating council and local interagency councils			
Kansas City, KS (Rosenkoetter/Shotts)	March 8, 1991	Kansas Division For Early Childhood	"But my students aren't ready to read	8	21	1 - 6 scale = 5.25

Eau Claire, WI (Hains)	March 7-8, 1991	Wisconsin Personnel Development Project "Catch the Spirit" workshop	Toward parent and professional partnerships: Family-centered strategies for developing individualized family service plans	18	36	1 - 4 scale = 4.52
Kearney, NE (Rosenkoetter/Woods)	March 4-5, 1991	Nebraska Early Childhood Training System	Building effective transition for young children and their families	44	90	1 - 6 scale = 4.61
Milwaukee, WI (Hains)	March 1-2, 1991	Wisconsin Personnel Development Project "Catch the Spirit" workshop	Toward parent and profesional partnerships: Family-centered strategies for developing individualized family service plans	42	89	1 - 4 scale = 3.90
Hutchinson, KS	February 21-22, 1991	Educational Service and Staff Development Across Central Kansas	Assessment of young children		98	Not evaluated
Wausau, WI (Hains)	February 14-15, 1991	Wisconsin Personnel Developemnt Project "Catch the Spirit" workshop	Toward parent and professional partnerships: Family-centered strategies for developing individualized family service plans	23	54	1 - 4 scale = 4.20
Boise, ID (Fowler)	February 11, 1991	Idaho State Department of Education	Planning transition between early intervention programs and preschool programs: administrative and policy concerns		120	Not evaluated
LeCompton, KS (Fowler/Rosenkoetter/ Woods)	February 11, 1991	Northeast Kansas Regional Service Center	Transition planning for young children	25	37	1 - 6 scale = 4.40
Green Bay, WI (Hains)	January 17-18, 1991	Wisconsin Personnel Development Project "Catch the Spirit" workshop	Toward parent and professional partnerships: Family-centered strategies for developing individualized family service plans	28	56	1 - 4 scale = 4.07
Milwaukee, WI (Hains)	January 1991	Lakeshore Administrators and Supervisors Conference	Current and future trends in early intervention: Legislative and programatic developments			No Evaluation
Wichita, KS (Rosenkoetter)	October 13, 1990	Kansas Association for the Education of Young Children	Critical skills for transition to kindergarten	38	85	1 - 6 scale = 5.71

Wichita, KS (Woods)	October 13, 1991	Kansas Association for the Education of Young Children	IEP's and IFSP's: From the early childhood perspective	5	15	1 - 6 scale = 4.80
Champaign, IL (Fowler)	September, 1990	Carle Hospital	The impact of social policy on infants with special needs and their families		380	Not evaluated
Moline, KS (Rosenkoetter/Woods)	August 13, 1990	Elk-Chatauqua Special Education Cooperative	Transition: It's a big step	11	24	1 - 6 scale = 5.54

Transition Project and asked to assist the regional educational laboratories (funded by the U.S.D.O.E. Office of Educational Research and Improvement) in their efforts. Materials were developed and shared with all 10 laboratories. Presentations were made at two of their regional conferences and at the Second National Transition Forum. The purpose of the progject's participation in these efforts is to include children with special needs in the policies and procedures developed for all children at the age five transition. Transition processes developed under EEPCD sponsorship are useful for the more general conversation about transition to kindergarten because our procedures have been validated over many years.

Dissemination of Materials for Practioners' Use

Copious handouts have been shared at national, regional, state, and local meetings, and packets of information sent to state leaders, ERIC, and NEC*TAS. Materials available for ordering include compilations of materials on various topics as well as the APPLES videotape and the Missouri trainer of trainer videotape. The project also was successful in getting many short articles printed in various newsletters in the project states.

Several more lengthy items were published for practioner use. They are listed in Attachment 4. Paramount among them was the 1994 release of Bridging Early Services for Children with Special Needs and Their Families: A Practical Guide for Transition Planning by Sharon Rosenkoetter, Ann Hains, and Susan Fowler, published by Paul H. Brookes Publishing Company of Baltimore, MD.

Dissemination of Scholarly Articles

During the period of this project, nine articles were published in scholarly journals or texts. These are listed in Attachment 5.

Sharing with Personnel Preparation Programs

Systematic planning for transition belongs in every preservice personnel preparation program. BEST has shared project materials with personnel trainers in three states and with attendees at the Midwest Consortium for Faculty Development. This project has had the support of the Comprehensive System of Personnel Development Committee in each of the target states.

Responses to Requests for Information and Advice

During the period of this grant, the project office received 750 requests for assistance, as shown in Attachment 6. Each one of these was personally answered.

Attachment 4

PUBLICATIONS FOR PRACTIONERS DURING OUTREACH PROJECT

Rosenkoetter, S.E., Hains, A.H., & Fowler, S.A. (1994). Bridging early services for young children with special needs and their families: A practical guide for transition planning. Baltimore: Paul H. Brookes Publishing Company.

* * *

Fowler, S.A. (1991). The future of early childhood services. Video prepared for the Illinois State Department of Education; transmitted nationally by APPLES Magazine, Macomb, IL.

Hains, A.H., & Rosenkoetter, S.E. (1992). Bridging early services: A guide to transition planning. Produced for the State of Wisconsin by BEST Project.

Hains, A.H. (1990). Wisconsin curricula resource manual: Selected information on early intervention for families and professionals. Madison, WI: Wisconsin Department of Health and Social Services: Birth to Three Program.

Olsen, P.P., & Hains, A.H. (1992). Toward parent and professional partnership: Guidelines for Wisconsin's IFSP. Madison: Wisconsin Department of Health and Social Services.

Rosenkoetter, S.E. (1990). Transition tip, Rural Special Education Quarterly, 1

Rosenkoetter, S.E. (1991, April) Bridging Early Services. It's News, 2.

Rosenkoetter, S.E. (1994, Spring). Here they come--ready or not. The Examiner, 1-4.

Rosenkoetter, S.E., Shotts, C.K., Streufert, C.A., Rosenkoetter, L.I., Barnes, K., & Sawatzky, D. (1994). Growing together: A guide to local interagency councils in Kansas serving children birth to two with special needs and their families. Produced for the Kansas Department of Health and Environment by the BEST Project.

Rosenkoetter, S.E., & Shotts, C.K. (1992). Goodbyes and hellos: Effective strategies for bridging early services. Video and accompanying manual prepared for the Illinois State Board of Education; transmitted nationally by satellite by APPLES Magazine, Macomb, IL.

Shotts, C.K., & Rosenkoetter, S.E. (1992). Bridging early

services: Interagency transition planning. Video and trainer of trainers manual prepared in cooperation with Missouri First Steps/Department of Education.

Attachment 5

SCHOLARLY ARTICLES AND CHAPTERS DURING OUTREACH PROJECT

Fowler, S.A., Hains, A.H., & Rosenkoetter, S.E. (1990). The transition between early intervention services and preschool services: Administrative and policy issues. Topics in Early Childhood Special Education, 9, 55-65.

Fowler, S.A., Schwartz, I., & Atwater, J. (1991). Perspectives on transition from preschool to kindergarten for children with disabilities and their families. Exceptional Children, 58(2), 136-145.

Hains, A. H. (1993). Strategies for preparing young children with disabilities for the kindergarten mainstream. Journal of Early Intervention.

Hains, A.H., Rosenkoetter, S.E., & Fowler, S.A. (1991). Transition planning with families in early intervention programs. Infants and Young Children, 2(4), 38-47.

Hazel, R., & Fowler, S.A. (1992). Program-to-program transitions. In K.E. Allen, The exceptional child: Mainstremain in early education. Albany, NY: Delmar Publishing Company.

Kleinhammer-Tramill, P.J., Rosenkoetter, S.E., & Tramill, J.L. (1994). Early intervention and secondary/transition: Harbinghers of change in education. Focus on Exceptional Children, 27(2), 1-14.

Rosenkoetter, S.E. (1992). Guidelines from recent legislation to structure transition planning. Infants and Young Children, 5(1), 21-27.

Rosenkoetter, S.E. (1993). Transition planning: An important part of achieving Goal 1. The Record, 10(3), 73-82.

Shotts, C.K., Rosenkoetter, S.E., Streufert, C.A., & Rosenkoetter, L.I. (1994). Transition policy and issues: A view from the states. Topics in Early Childhood Special Education, 14(3), 395-411.

Attachment 6

REQUESTS FOR INFORMATION DURING OUTREACH PROJECT*

Number of Requests	Geographic Area
95	West: Alaska, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Oregon, Utah, Washington
162	Upper Midwest: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, South Dakota, Wisconsin
443	Lower Midwest: Kansas, Missouri, Nebraska, Oklahoma, Texas
38	Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Vermont, Washington, DC
68	South: Alabama, Delaware, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia
5	Miscellaneous: Canada, People's Republic of China, Taiwan
750	Total requests

* Note: List includes only those addresses in project files. More requests have been received and answered.

VII. PROBLEMS ENCOUNTERED AND THEIR RESOLUTION

The original application envisioned a straight-forward process of negotiating a service contract with leaders in each project state and then carrying out that project according to the agreed upon timeline. We found, however, that this initial plan was naive for three reasons: 1) In 1990, state leaders for Part H and Part B and their interagency coordinating council were not necessarily working together (in some cases, they hardly communicated), so it was not always possible at the outset to develop a single plan for a state. 2) Some state leaders were justifiably preoccupied with major initiatives apart from transition and did not have time to work with us on our time schedule (e.g., one state leader waited a year to respond, then called and wanted to implement servicesas soon as possible). 3) State leaders who did not know us or our work well were not inclined to commit in writing to extensive partnerships immediately; they wanted to "try out" the project first in order to determine whether a relationship was worthwhile. We also found that developing relationships within a state and coming to understand its unique issues of identity and politics took longer for project staff than anticipated. In short, preparation had to procede dissemination to a much greater degree than orignally anticipated. And services to states tended to develop one step at a time rather than as part of master plan co-signed at the beginning of outreach.

Three objectives were modified. 1) State leaders did not wish us to sponsor a transition conference. They preferred, instead, for the project to present at existing conferences within their states. With permission from USDOE, the project abandoned plans to sponsor a conference in year 2. 2) BEST did not train a single "transition mentor" in each state to be a local coordinator. Rather several people in each state developed some compentencies regarding transition to share with people in their state. Without paying local coordinators, the project found that states were not willing to commit major time for one person to assume the mentor role. Also, given the breadth of many of these states, it proved helpful to have more than one local expert available for assistance to communities. 3) Plans to produce a videotape were abandoned due to time constraints; a video will be produced during the 1993-96 outreach project.

Initial personnel times were inadequate, and these were modified in later applications. Nevertheless, nine states is a large number to serve in a project such as this. Use of the sponsoring consortium's existing facilities and support personnel, part-time use of ACCK faculty with modest salaries, and cooperation from the university where Dr. Hains teaches allowed this project to do a great deal with limited funds.

Early in the current outreach project, the staff realized the importance of parent co-leadership in conducting training. For

example, Jo Gwost of Topeka, KS, presented together with project professional staff at the full-day pre-conference workshop for the International Early Childhood Conference on Children with Special Needs. Mrs. Gwost's perspective on transition (she has six children, including two identified as gifted and two with mental retardation) was invaluable in communicating both the rationale and specific strategies for transition planning. However, even after funds to support a parttime parent staff member were obtained, the project was unable to locate a suitable parent who was able to join the project staff long term and commit to the necessary travel. Accordingly, we employed a number of parents in different outreach areas to work with us when training occurred in their locale. These parents needed to share the philosophy embodied in our model but not to be technical experts in its application, as they usually presented together with professional staff. It has also been a BEST policy to have all project products critiqued by parents for reasonableness, for family friendliness, and for multi-ethnic sensitivity.

VIII. EVALUATION FINDINGS

As shown in Attachment 2, the evaluation design for Bridging Early Services Project--Outreach has been an integral part of the overall project plan. It provides for nesting evaluation within each component of project services. It also allows for individualization of evaluation questions and methods according to services provided. Evaluation, thus, has multiple components, just as the project has multi-faceted services. Because the Bridging Early Services Transition Model is a process, not a specific structure or curriculum, it is continually adapted to changing regulations, state guidelines, and local needs. Evaluation data reflect that diversity in implementation.

A. Effectiveness of the Model with Children, Families, Service Providers, and Agencies

The original demonstration project, sponsored by the University of Kansas, showed the efficacy of the transition model, which is illustrated in Attachment 1. Incorporation of the model into state and local service delivery results in a coherent system for transitions between services. This eases the stress of transition for families and professionals and increases the adjustment and the learning of young children with disabilities who move between programs. Additional elements have been validated since the original project, as will be discussed below.

Information concerning the effectiveness of the transition model may be obtained from several sources, including parent opinion and satisfaction with the child's progress and transition; teacher opinion and satisfaction with the child's progress and transition; child placement; and administrator opinion. These types of information have been collected for children who made a

transition between programs in 1985, 1986, and 1987 and again in 1992. Results show widespread support for this transition model.

Parent opinion and satisfaction were assessed through a Retrospective Transition Interview (see Johnson, Chandler, Kerns, & Fowler, 1986). Parents indicated satisfaction with their child's preparation for kindergarten and transition into kindergarten using project procedures. They also appreciated opportunities to talk with a Transition Coordinator regarding their own concerns about the transition.

Additional data were gathered on toddlers who moved to special preschool services across the state of Missouri (110 children in 11 regions of the state) in 1992 using the model; analysis indicated very strong family approval of model procedures. Parents especially appreciated advance clarification of transition procedures as well as explanation of school expectations for parent participation. The statistically most significant change post-implementation of the BEST model was in opportunities for discussions with other parents regarding children's transitions.

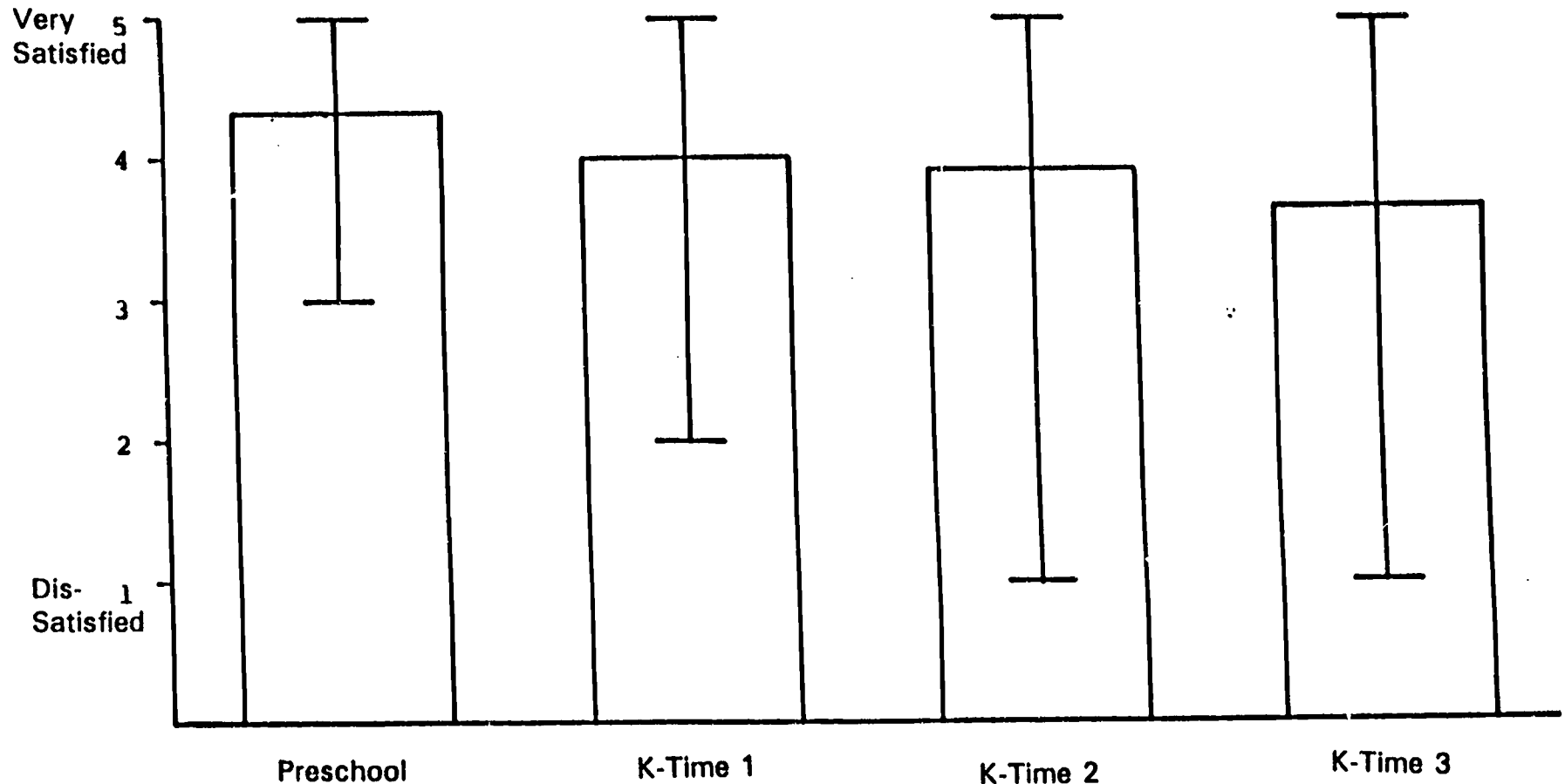
Parents in Pensacola, FL, developed a parent transition manual based upon the model. The manual is in wide use across Florida and was recently presented at a national conference. A parent manual in Missouri was based upon the BEST Model, and parent groups in Kansas and Wisconsin are in the process of doing the same. Parents who attended BEST workshops in Kansas have also developed a parent training system on transition for the state. A mother in Brown Deer, WI, who attended a BEST workshop, managed her son's transition to a community kindergarten. She then asked the project if she could put her transition experience on videotape for sharing with other parents. BEST supported this effort and has disseminated the videotape.

Teacher opinion and satisfaction were assessed through a follow-up questionnaire concerning child performance, completed once at the end of the preschool year and three times throughout the kindergarten year. The mean and range of teacher satisfaction with children's transition is presented in Attachment 7. Teachers were generally satisfied with the transition plan. The follow-up evaluation also identified emergence of child behaviors of concern, such as particular pre-academic skills or social development. The information concerning teacher satisfaction was then utilized by the project to increase communication and problem solving between service providers at different levels.

The 1987-88 outreach project followed 22 children in their transition from preschool to 10 kindergarten programs. Kindergarten teachers used an entry interview with parents of kindergartners with disabilities (Conversation 3). The majority (80%) indicated that the transition interview was very helpful and that they would use it again next year. Eighty percent of them also indicated that the instrument was easily adaptable to the needs of their individual programs and families; in fact several of the teachers planned to adapt and use the form with all of the

Teacher Satisfaction with BEST Transition Planning during Children's Last Year of Preschool and First Year of Kindergarten

N = 10 children



Attachment 7 20A

children and families in their classrooms. Teachers felt the materials and procedures that were used greatly improved the process of transition for themselves, as well as for children and families.

Child placement data are useful short-term in judging the adequacy of the transition process. Prior to the recent push for inclusive placements, both school districts involved in the demonstration project attempted to place children in the least restrictive environment (LRE) possible. Thus it was significant that a year after the kindergarten placement, all 31 children were in their initial placement or a less restrictive one; the transition model apparently functioned well to accomplish LRE for those children.

During 1992-94, Bridging Early Services worked closely with school and community leaders in Lindsborg, KS, to transition all eight of the local preschool children with disabilities (some significant) to the local early childhood center. Previously these children had been riding 35-50 miles per day to attend a special preschool program in another community. This transition was carefully evaluated, using both quantitative and qualitative methods. Data were gathered from children, parents, special educators, therapists, early childhood educators, and administrators. Both typical children and those with special needs continued to develop well in the new placement; most striking was the increase in rate of language development, as evaluated with INREAL analysis, seen in the children with disabilities after their move to the local Children's Center. The transition was accomplished by meetings and introductory visits by children, parents, and teachers, by joint planning for the upcoming transition, and by ongoing Bridging Early Services inservicing of special educators, child care providers, and preschool teachers at the Children's Center to help them develop team collaboration and problem solving skills. After this successful transition, all of the children with special needs entered kindergarten in their neighborhood school; most had been slated for busing to a special education program in a town 18 miles away.

Administrator opinion was gathered in Lawrence, KS, and McPherson, KS, demonstration sites. Transition procedures implemented in 1985 in both areas are still in use and still favorably rated. The three-county area centered by Pensacola, FL, implemented the project model in 1987; its administrators are highly complimentary of the model and its impact on other types of interagency cooperation. Administrators in Eau Claire and Brown Deer, WI, are similarly favorable in their evaluation of the model and its procedures.

State leaders in Idaho, Indiana, Kansas, Missouri, New Mexico, North Dakota, and Wisconsin (at least) have included the transition procedures and timeline developed by BEST in their state plans because they believe that it serves as a guideline for local programs to satisfy legal requirements and ease transitions for families. Taskforces facilitated by Bridging Early Services in

four of those states have continued to develop transition procedures and resolve issues which arise.

The State of North Dakota is using a preschool-to-kindergarten transition training manual developed by the former project director and, with her cooperation, has adapted the manual for use in transitions from infant programs to preschool programs. Likewise, state transition manuals developed by Bridging Early Services have received wide circulation (300-600 copies each) in Illinois, Missouri, and Wisconsin.

B. Evaluation of Outreach Efforts

Information about the effectiveness of outreach procedures has been gathered from comments of attendees at project workshops based on the model, by follow-up interviews with consumers to determine model implementation, and by critiques of project materials.

Evidence of effectiveness is available from 165 workshops and other presentations shared by project staff nationwide during this outreach period. During this outreach project, BEST staff have records of addressing 10,840 people. Evaluations of workshop experiences have been extremely favorable concerning the usefulness of the information and materials provided. Evaluations typically rate quality of presentation and effectiveness high (5 to 6 on a 6-point scale; 4 to 5 on a 5- point scale); the quality of materials (audio-visual and handouts) are also typically rated high. See Attachment 3 for a list of workshops and other presentations. According to attendee reports, workshop and inservice presentations to professionals have produced changes in terms of

a. Awareness concerning the need for transition programming. Comments such as, "This workshop has given me insight as to what must take place and what my responsibilities are in transition planning," and, "I see now that it's a good idea to carry out (transition planning) throughout the year and to include transition in the IEP" are typical of workshop evaluations;

b. Interagency collaboration. Agency personnel typically leave workshops with a plan and an outline for the development of an interagency agreement concerning transition. Comments from interagency teams have included, "We realized we had no written agreements and plan to build one," and "It helped to have agencies together at the same meeting to vent some frustrations and to improve communications. Procedures were started to build an agreement";

c. Plans to include family collaboration in transition procedures. Participants often develop a list of activities they can implement with families to involve them meaningfully in transition planning, such as, "Encourage parents to visit receiving programs," "Ask some experienced parents to help us write a parent manual on transition." "Have someone from the

public school talk to our parents." "Include parents on our interagency council," and even "Allow parents to participate in their child's transition."

d. Program communication and follow-up procedures. Sending and receiving teachers have indicated they plan to use each other as a resource in curriculum and goal development, to visit each other's programs, and to communicate prior to and after transition. Some areas have scheduled joint inservice sessions. "It will be a new experience for the Head Start and kindergarten teachers to meet together to talk about transition, but we're going to try it." In one city, preschool and kindergarten teachers are meeting monthly to plan how to bridge services for transitioning children.

e. Teaming. Special educators and teachers of typically developing children often begin to see how they can work together to provide normalized experiences for children with disabilities after transition. "I'm seeing how we sometimes use the same words but we mean different things by them," said one preschool teacher, "but when we work together we can make the teaching appropriate for all the children in the room."

Workshops conducted for families have reportedly helped parents anticipate their children's growth in the new program, meet other parents and service providers from the new program, develop ways to participate meaningfully in their child's transition, and learn about activities to do with their child at home that might be valuable for transition to the new program.

Followup interviews were conducted with local administrators at the first 12 locations of BEST workshops during the present outreach project. These interviews occurred an average of eight months after the workshop. 92% of respondents reported improved local interagency planning on transition in their region, including increased communication and resulting written products. 92% also reported greater family involvement in planning for their children's transition as a result of project materials and the workshop presentation. Finally, 90% of respondents cited improved transition planning for individual children as a result of BEST training. A summary of these evaluation data appears in Appendix B.

In addition to formal presentations and workshops, project staff conducted hundreds of consultations on-site, by phone and fax, and at conferences. These conversations often helped consumers find ways to overcome barriers which had arisen in their transition planning.

Letters in project files attest to the effectiveness of project materials for use by teachers and intervention programs. The Bridging Early Services book published by Paul Brookes Publishers, which contains a comprehensive presentation of project philosophy and materials, has reportedly been selling well.

Evaluation of the Wisconsin manual by its recipients has shown that 78% of the administrators responding have rated the manual "extremely useful" (see Appendix B).

One Missouri Project was comprehensive in nature. Together with the Transition Planning Committee, BEST developed a videotape and a trainer of trainers curriculum and brought together four team members from each of 11 regions of the State for preparation. These teams then returned home to facilitate transition planning with 15-60 leaders (including parents) in each region. Both the trainer of trainers session and the resulting workshops were evaluated highly (see Appendix B), though the videotape was not. Followup surveys eight months after the Community Transition Workshops found significant impact of the BEST effort on Missouri transition planning. 88% reported changes in their transition planning procedures as a result of training. 97% said interagency planning had occurred or was being attempted. 97% had future plans for improving transitions within their own agency and/or between agencies. 92% requested further technical assistance from Bridging Early Services. See data summary in Appendix B.

IX. PROJECT IMPACT

In states where early childhood intervention services are themselves in transition, this outreach project has encouraged transition planning and related curriculum issues to be considered in initial program development. In areas with established services, the project has promoted best practices as exemplified by the model and has assisted personnel with interagency collaboration, family involvement, or child/curriculum support, as needed. Among the states targeted for technical assistance, services have developed in very different patterns. Some states have a coordinated system for technical assistance and personnel development; other states are only beginning to develop such structures. Thus, it is obvious that different types of technical assistance in different formats aimed at different outcomes were needed by various audiences among the states.

In spite of this diversity of demands, this outreach project has impacted children, families, service providers, administrators, state leaders, personnel trainers, and the broad early childhood field, as thoroughly detailed in Section VI, Description of Outreach. Please consult that in-depth analysis.

The project worked in 17 states, providing intensive state and local services to five states and directly influencing formal state-level transition policies in seven. It reached professionals and parents in many parts of the country through presentations, workshops, print media, or technical assistance, as well as through counsel to several of the regional education laboratories. Key facts include the following:

* 18 presentations to international or national conferences
* 8 presentations to regional meetings
* 139 presentations to state and local conferences

* at least 10,840 persons addressed
* seven transition manuals produced for/with states
* nine scholarly articles published
* one book published
* 750 inquiries answered
* numerous formal and informal consultations
* 2,500 brochures distributed

If transitions are conducted well, young children have an increased chance of school success, a most noteworthy impact (National Association of State Boards of Education, 1988).

In summary, it is demonstrable that this project has had a broad impact, with benefits to multiple groups:

1. Children with Disabilities. Children with disabilities gained from this project through an increased likelihood of experiencing success in new educational environments. The emphases on placement of children in inclusive environments and on sharing strategies for serving them there has begun to increase the frequency of community placements in areas served. Early inclusion and educational success have the potential for spiraling through the students' lives (Salisbury & Vincent, 1990). Because program personnel, state leaders, and personnel trainers have been the primary recipients of outreach training, the number of children benefitting will increase each year, as these personnel work with additional children.

2. Families of Children with Disabilities. Partnership in early transition planning directly benefits families by increasing their competence and confidence to engage in future educational planning and service coordination (Hains, Rosenkoetter, & Fowler, 1991; Lazzari & Kilgo, 1989). It helps to ensure that an appropriate setting is selected for the child, that the child begins to develop some of the skills valued in the new environment, that the family knows its legal rights in the new setting, that the receiving teacher is aware of some resources and priorities of the child and the family, and that the family has developed a support system for transition.

3. Agencies and Their Personnel. By receiving outreach training, programs are able to improve their transition planning and services. Efforts to implement this model result in improved interagency and interdisciplinary collaboration, which often has benefits beyond transition issues. Another area of assistance in certain local areas has been in the adoption of developmentally appropriate curricula and teaching strategies which allow teachers to serve a greater diversity of children in a single toddler, preschool, or primary classroom.

4. State Leaders. State leaders have received assistance in implementing the requirements of P.L. 102-119 for transition planning. This project has provided a source of information and technical support in problem-solving for some of the thorny issues that implementation of the new law has raised in their states, such

as summer services, lack of responsiveness of senders or receivers, funding issues, and differences in eligibility criteria.

5. Personnel Trainers. Sharing of materials and scholarly articles with personnel trainers has helped preservice professionals to develop awareness of the need for transition planning with children and families and also to gain some strategies for accomplishing it.

6. Field of Early Childhood Special Services. Sharing of best practices, consistent with the Bridging Early Services model and validated during services to the local sites, is assisting the field as a whole. The project's collaboration with several of the U.S.D.O.E.'s regional educational laboratories developing improved transition practices for public schools helps to ensure inclusion of children with disabilities in those plans.

X. STATEMENT OF FUTURE ACTIVITIES

As stated above, the Associated Colleges of Central Kansas was funded to provide for another three years (1993-1996) the outreach activities of the Bridging Early Services Transition Project. Eigthteen months of that new project have elapsed. The new project works with three states in a significant way (Kansas, Missouri, and Wisconsin) and to a lesser degree with four other states (Alaska, Connecticut, Florida, and Indiana).

In every case, learnings from the 1990-94 project are informing current actions. It appears that project personnel are continuing to be especially useful in helping state and local leaders grapple with thorny issues surrounding the age three transition for children with disabilities (Fowler, Hains, & Rosenkoetter, 1989) and the age five transition for all children, including those with disabilities (Rosenkoetter, 1994). Bridging Early Services is also working in several parts of the nation to foster local community planning for transition and related issues as well as assisting communities in the transition to service provision in more natural environments across the early childhood age span. It is helping to develop a model procedure for hospital to community transition and is pilot-testing a variety of ways to continue the use of IFSPs until age 6. Progress in these areas within target communities will be evaluated. Relevant data will be shared with the field and used to guide future decision-making about transition policy and practices.

XI. ASSURANCE STATEMENT

In accord with the request by the U.S. Department of Education, full copies of this report have been sent to the Office of Special Education Programs and ERIC. Abstracts have been sent to all the addresses provided.

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APPENDICES

Appendix A: Brochure, Staff, National Advisory Board

Appendix B: Evaluation Data

APPENDIX A

BROCHURE, STAFF, NATIONAL ADVISORY BOARD

BRIDGING EARLY SERVICES

TRANSITION PROJECT

Associated Colleges of Central Kansas
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The Associated Colleges of Central Kansas is a consortium of six independent colleges, located in rural and urban communities. Since 1972 the consortium has offered personnel preparation programs in special education, along with a variety of other services.

ACCK faculty and students work closely with early childhood programs and school districts across a wide region. The participating colleges of ACCK include:

Bethany College
Lindsborg, Kansas

Bethel College
North Newton, Kansas

Kansas Wesleyan University
Salina, Kansas

McPherson College
McPherson, Kansas

Sterling College
Sterling, Kansas

Tabor College
Hillsboro, Kansas

ACCK

Beginnings are important. . .

Bridging Early Services
Transition Project

An Outreach Project of the
U.S. Department of Education
Early Education Program
for Children with Disabilities

BEGINNINGS ARE IMPORTANT . . .

A critical need in early childhood services is to help young children with special needs and their families find and adjust to new service settings. Good beginnings require careful planning and cooperation.

WHY PLAN?

Well-coordinated transitions with participation by all relevant parties promote

- placement decisions that meet the needs of children, families, agencies and schools.
- uninterrupted services because parents and professionals have the information and resources they need to continue programming.
- non-confrontational but effective models of advocacy that families can use throughout their children's lives.
- avoidance of duplication in assessment and goal planning.
- reduced stress for children, families, and professionals.

WHAT WE SHARE

Bridging Early Services Transition Project helps professionals and parents learn how to plan and implement successful transitions

- early intervention to preschool services.
- special preschool to kindergarten-level programs.
- special programs to inclusive community-based services.
- Head Start to kindergarten

Our consultation is based on research and implementation conducted since 1976 in diverse areas of the United States.

The BEST Project offers the following outreach services:

- training and technical assistance to local transition planners including local interagency coordinating councils, parent groups, community agencies, and public schools.
- technical assistance to state ICCs, CSPD planners, parent centers, and other personnel trainers.
- presentations to national audiences.
- information, materials, and resources.

WHERE TO BEGIN

Four strategies are recommended to assist children and families with transitions: interagency coordination between the sending and receiving programs, establishing written timelines for transition, individualized family involvement, and transition curriculum planning and instruction and environmental modification to help children experience success in their new setting.

Validated procedures and instruments are provided for:

- interagency agreements.
- communication between home and intervention programs.
- family involvement in decision making.
- construction of a program transition timeline.
- development of a transition timeline within the IFSP/IEP for each child and family.
- identification of local agencies for referral.
- support for the child in both the sending and receiving program through curriculum planning, instruction, and environmental modifications.
- ways to welcome the child and family into the new program.
- evaluation of the transition procedures.

STAFF OF BRIDGING EARLY SERVICES TRANSITION PROJECT -- OUTREACH
1990-1994

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APPENDIX B

EVALUATION DATA

WORKSHOP EVALUATION

For results,
DATE:_____ see Attachment 3

Check the category that best describes you:

____Infant Specialist/Early Interventionist
____Early Childhood Special Educator
____Community Preschool/Day Care Teacher
____Kindergarten-Level Teacher
____Head Start Teacher
____Paraprofessional or Aide
____Nurse
____Social Worker
____Therapist (type:_____)
____Parent
____Administrator (type:_____)
____Researcher
____Psychologist
____Other (please list)_____

Please rate the following aspects of this presentation by circling the rating number which most closely reflects your opinion:

	Poor					Excellent
Relevance of topic discussed	1	2	3	4	5	6
Scope/breadth of presentation	1	2	3	4	5	6
Usefulness of information	1	2	3	4	5	6
Quality of presentation	1	2	3	4	5	6
Opportunity for participation	1	2	3	4	5	6
Usefulness of handouts	1	2	3	4	5	6
Overall rating	1	2	3	4	5	6

1. Please list your favorite part(s) of this workshop.

2. Please list your suggestions for improving this workshop.

3. What from this session will help you do your job better?

4. How might Bridging Early Services assist you in the future?

5. Other comments or questions:

Return to: Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, Kansas 67460

Contact: (316) 241-7754 for additional information

Bridging Early Services
Transition Project

J

OUTCOMES OF BRIDGING EARLY SERVICES TRANSITION (BEST) PROJECT

Training event: 5~
Date of training: 6~

1~
2~
3~
7~

Date of phone interview _____

1. Has interagency planning for improving the transitions of young children and their families occurred as a result of the materials and presentation from the Bridging Early Services Transition project? If so, what benefits to the agencies have resulted from your interagency planning? Have transition procedures been formalized with written products (transition resource manual, timeline, common referral form, common release of information form, written interagency agreement, transfer of records procedure, or other specific procedure)?

2. Have families of young children with disabilities been involved with transition planning for their children as a result of the materials and presentation? If so, what benefits to families have occurred?

3. Has transition planning for individual children as they move between early intervention, early childhood or kindergarten programs occurred as a result of the materials and training provided by the BEST project? If so, what benefits for the children have been observed?

Thank you for taking time to provide information which will help to improve transition planning for Missouri children and their families!

Name_____ Phone_____

Please select the term which best describes you:

____Parent ____Regional Center Program
____Special Health Care Needs ____Public school early childhood special education

1. What transition planning has occurred in your program as a result of your participation in the Community Transition Workshop? If you are a parent, please answer about transition planning for your child.

2. What interagency transition planning has occurred?

3. What are your plans for future work on transition planning:
   A. within your program?

   B. with an interagency group?

4. Would you like additional technical assistance from Bridging Early Services Transition project staff?

_____Phone consultation when questions arise
_____A local or cluster interagency workshop
_____Additional written materials
_____Consultation with your local taskforce
_____Training for family services coordinators/teachers in working with families to plan individual children's transitions
_____Workshop with and for parents in planning for their children's transitions
_____Other assistance (please explain your individual needs)

Bridging Early Services Transition Project Evaluation Plan

I. Evaluation of training conferences.
   A. Facilitators' training.
      1. One page evaluation will be completed by participants at the end of the training.(F1)
      2. After the Community Transition Workshops have been held, the facilitator will complete a one page evaluation.(F2)
   B. Community Transition Workshops.
      1. Each participant will complete a one page workshop evaluation.(CTW1)
      2. The facilitators will complete a workshop outcomes evaluation with the participants as part of the last segment of the workshop.(CTW2)

II. Evaluation of change in transition practices using a pretest, post-test design.
   A. Community Transition Workshop participants-group 1.
      1. Pretest:
         a. Each participant will complete a preconference transition self assessment survey with other program staff. These will be mailed to participants with other preconference information approximately three weeks before the workshop. Facilitators will complete the same self assessment before the facilitators' training.(SA1)
         b. Participants will bring two copies of the self assessment to the Community Transition Workshop. One copy will go the project staff for analysis. One copy will be used at the workshop and the participant will take it with them. A person at the workshop should be designated to make extra copies if participants have not brought two copies. Large prestamped envelopes will be provided to the facilitators by the project for mailing.
         c. After comparing the list of participants with the returned pretests, project staff will follow-up by phone any persons for which a pretest was not received.
      2. Post-test.
         a. The post-test will be mailed to all participants for which we have a copy of the pretest by the BEST project.
         b. The post-test will be mailed about October 25, 1992 with a return date of November 12, 1992. BEST staff will follow up by phone beginning November 16.
         c. The post-test will be the same self assessment done before the workshops, and will again be completed with other staff within each program or agency.

d. A letter of support from state level agency administrators will be inlcuded with the post-test, if administrators agree. This may help to emphasize the need for this follow-up evaluation.

B. Pretest, post-test control--group 2.
   1. Selection of control group participants.
      a. Ask state to provide a list of all school districts and a contact person (ECSE coordinator or special education coordinator). Districts which will not be represented at the facilitator or Community Transition Workshops will be marked.
      b. These variables will be identified:
         (1) programs which began ECSE services prior to Fall, 1989.
         (2) rural, mid-size, urban.
         (3) region of the state: Northeast, Northwest, Central, Southeast, Southwest.(or other system already used in the state to identify regions)
      c. Invited programs which do not attend the training will already have received the preconference self assessment.
      d. A stratified sample will be selected from the list of school districts using the factors listed above.
      e. Sample size will be determined by the number of possible districts that can be included. Group 2 and group 3 will be selected from this list. The samples should be as large as possible since return rate may be lower than desired.
   2. The pretest will be mailed to Group 2 before the Community Transition Workshops, March, 1992, with a return date of April 15, 1992. Phone follow-up will begin April 20.
   3. A letter of support from state level administrators if they agree will help to emphasize the importance of the evaluation. (to be included in evaluation mailing)
   4. The post-test will be sent and returned on the same schedule as the post-test for group 1.
   5. Programs which complete the pre and post-tests will be offered Interagency Transition Planning Manuals as an incentive.

C. Post-test only control-group 3.
   1. Sample selection will be from the same list and using the same stratification variables as in Group 2.
   2. Group 3 will receive the post-test on the same schedule as Groups 1 and 2.
   3. An incentive gift of Interagency Transition Planning Manuals will be offered to those who complete the evaluation form.

III. Evaluation of change in transition practices using a pre- and post-training parent survey.

A. Pre-training parent survey-Parent group 1.

1. Sample selection.

a. Programs selected will be Bureau of Special Health Care Needs and Regional Centers First Steps family service coordinators who will attend the facilitators' training. Factors for analysis:

(1) Geographic region in the state: Northeast, Northwest, Central, Southeast, Southwest.

(2) Rural, mid-size, and urban areas, total-22 First Steps programs. N=22 programs.

b. Selection of individuals within programs: N=220

(1) 10 families from BSHCN and 10 families from Regional Center programs will be identified by the service coordinators.

(2) The first 10 families whose children were transitioned from First Steps into a public school early childhood special education program after August 1, 1991 will be identified to be part of the study. If there are more than 10 who transitioned on that date, the service coordinator will identify the first 10 by alphabetical order.

2. A Parent Satisfaction Scale will be distributed to the identified parents by the service coordinators. Postage and printing will be done by the BEST project. Parents will return the survey using a stamped envelope attached to their survey. Surveys will be mailed after the facilitators' training. Facilitators who represent selected programs and who agree to participate will be briefed about the selection process during a lunch meeting at the facilitators training.
Return date for the survey will be April 20, 1992.

3. The survey will identify which school district the child attends, so that comparisons between programs which began before 1989 and after 1989 can be made.

4. No parent information or identification will be included on the survey, so confidentiality will be maintained. Only the demographic information will be identified; region, size, and age of program.

B. Post-training parent evaluation-Parent group 2.

1. Programs for this group will be the same as those identified for Parent Group 1.

2. The parent group will be selected in the same way as for Parent Group 1 except this group will be the first 10 who made the transition after August 1, 1992.

SUMMARY OF ADMINISTRATOR'S SURVEY
N=12; written survey mailed with telephone interview. Respondents were administrators who had requested BEST training for their locality or state.

Has interagency planning for improving the transitions of young children and their families occurred as a result of the materials and presentation from the BEST project?

92% --YES

Benefits to the agencies that have resulted that were mentioned were:

Increased communication and collaboration across agencies. (8)
Improved team skills and problem solving.
Regular interagency transition planning meetings.
Written products have resulted: (8)
Resource directory
Written timelines
Interagency transition plan
Interagency Memorandum of Agreement for transition activities
Common release form
Transition procedure section of personnel manual

Have families of young children with disabilities been involved with transition planning for their children as a result of the materials and presentation? What benefits to families have occurred?

92%--YES,(one person said benefits were limited)

Benefits to families mentioned were:

Reduced stress for families with more communication. (8)
Parents have more knowledge of program options and are able to participate more effectively in decision-making. (6)
Parents visit program options. (5)
Written materials have been developed for parents during transition. (2)

Has transition planning for individual children occurred as a result of the materials and training provided by the BEST project? If so, what benefits for the children have been observed?

90%--YES

Benefits to children that were mentioned:

Longer timelines for transition activities allow a gradual process with less stress. (8)

Children visit their new placement before starting. (3)
Individual transition plans are used. (3)
More appropriate placements. (3)
Equipment and related services are in place. (2)
The evaluation process is less stressful to children, the programs are flexible in where and how the evaluation will be done. (1)
The process allows for follow-up after the transition. (1)

SUMMARY OF OPEN-ENDED QUESTIONS FROM MISSOURI; FALL 1992

Respondents had received training at the Community Transition Workshop the previous spring. This summary is with the first 36 who answered.

N=36

1. Transition planning occurred in their program as a result of the workshop.

83% said their program had changed their transition planning procedures as a result of the training.
5% said they were in the informal or beginning stages, but were working out details.
5% did not change transition procedures they already had in place.
3% had not had any referrals for preschool special education.
3% did not feel the questions applied to the program.

Changes mentioned:

An individual transition conference for each child and family.
Development of a timeline.
Parent/child visits.
Improved referral process.
Development of a consistent procedure.
Staff visits to possible placements.
Parent participation in developing the transition plan.
Scheduling evaluations one month prior tot he 3rd birthday.
Revision of forms.
Preparation of families on a longer timeline.

2. Interagency transition planning has occurred in the community as a result of the transition training.

92% said interagency planning had occurred.
5% said details were being worked on or needed focus.
3% said no planning had occurred.

Interagency planning that was mentioned:

Formation of an interagency committee or focus of existing council with better communication between agencies as a result. (25)
Written policies, timeline, manual, or other written interagency procedures. (12) (these are in process in most cases)
Planning for coordinated referral and screening. (4)

3. When asked about future plans for improving transitions, 97% of the respondents reported ongoing or planned activities either within their own agency or between agencies.

Activities mentioned:
Integrate transition planning at all levels.
Focus on another transition (age 5).
Complete written transition agreement, procedures, manuals. etc.
Involve parents in identifying future needs for planning.
Provide inservice training.
Improvement of documentation.
Continue interagency communication.
Involve a broader group for planning.

4. 92% of the respondents requested further technical assistance from the BEST project. (materials, consultation, parent training, staff training)

Evaluation of Transition Manuals Requested by Wisconsin BEST Planning Committee and sent to 300 Wisconsin Agencies

32 persons filled out the postcards with many of them answering more than one item in a given section.

Please circle appropriate responses and put card in mailbox within three days.

1. This resource will be useful in our agency's work.

very much	some	not at all	don't know
25	5	1	1

2. The section that will be most useful is

transition overview 10	family participation 10
services to children 6	interagency issues 15
evaluation 2	forms/tools for planning 6
referneces 1	all sections 4
	Not sure 1

3. Type of agency:

early intervention program 15	state interagency council 1 (Local not state)
county administrative lead agency 11	private agency 2
school district 2	parent
perinatal center 1	Head Start 1
other 4	

4. Comments:

- Well organized with much useful information
- Currently working on tools to enhance transition. THANKS!
- Our agency also transitions children thru 8th grade and this information can apply
- Thanks for sharing this information
- Forms used by other agencies helpful
- Thank you!!
- Since our program is new, all sections will be used. Thank you for this booklet.
- Thanks!
- Good resource to guide procedure and practice
- Entire public law helpful. Hard to choose a best section
- Thanks for all the hard work
- Interesting that transitions have been taking place effectively in most cases for 15 years, now we are bombarded with processes and procedures for it.
- This resource contains much valuable information - it will be a useful tool!
- Excellent resource!
- We have used successful transition skills for a number of years.

SUMMARY OF EVALUATION:
MISSOURI COMMUNITY TRANSITION WORKSHOPS

October 23, 1992

Facilitator evaluation of training, March 18, 1992

N=25 (all ratings are on a six point scale with 1 low) reported as means

Relevance of topic discussed	4.84
Usefulness of information	4.44
Quality of presentation	4.44
Opportunity for participation	4.66
Usefulness of handouts	4.64
Usefulness of video	4.09
Overall rating of training	4.48

Facilitator evaluation of training after CTW

N=40 (same format as done immediately after training, except starred item)

Relevance of topic discussed	5.03
Usefulness of information	4.82
Opportunity for participation	4.32
Usefulness of handouts	4.53
Usefulness of video	3.68
Format of workshop plan*	4.13
Overall rating of training	4.55

Community Transition Workshop participant evaluation

N=164 (same format as Facilitators)

Relevance of topic discussed	5.21
Usefulness of information	5.00
Quality of presentation	4.85
Opportunity for participation	5.00
Usefulness of handouts	5.03
Usefulness of video	3.97
Overall rating	4.93